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ABSTRACT

As a result of the emphasis on accountability in education, the faculty of Colonel E. Brooke Lee Junior High School wrote basic and advanced instructional objectives for each course in the curriculum. This publication lists these performance objectives for each subject at grade 7. The purpose of such a system is to give parents and students an understanding of the procedures and methods used at this school in implementing the Montgomery County Board of Education policy regarding evaluating and reporting student progress. The form used to report student progress to parents is included in the appendix. (RC)

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COLONEL E. BROOKE LEE JUNIOR HIGH SCHOOL

Montgomery County Public Schools, Maryland

EVALUATING AND REPORTING STUDENT PROGRESS

Grade Seven

Working Copy

Prepared by Lee Junior High School and
Field Services Division of the
Department of Pupil & Program Appraisal

August 1973

TM 003 878

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INTRODUCTION

The purpose of the information included in this brochure is to give parents and students an understanding of the procedures and methods used at this school in implementing the Montgomery County Board of Education policy regarding Evaluating and Reporting Student Progress.

During the 1971-72 school year, the faculty of Colonel E. Brooke Lee Junior High School -- as a result of the emphasis on accountability in education -- began to work on the creation of instructional objectives for each course, working within the MCPS curriculum framework. As a result of faculty, administration, and the Department of Pupil and Program Appraisal field services division involvement in this activity, lists of objectives for the various offerings were developed. In addition, some assessment measures and several systematic record-keeping techniques were set up.

The following year (1972-73) the project moved toward refining the objectives, designating those objectives which were considered basic and those which were considered advanced, setting up assessment measures for all the objectives, and keying these measures to the appropriate objectives. The record-keeping systems were refined and augmented, enabling each student to get feedback on his attainment of objectives. The foundation established through setting up the objectives, assessment measures, and student progress profiles provided the basis for reporting student progress to parents.

During the 1973-74 school year, Colonel E. Brooke Lee Junior High School has been given permission to use an alternate form in reporting student progress to parents. This form is based on the following educational philosophy:

1. There are certain skills and concepts which are basic to a content area or learning segment.

2. Each child should have an opportunity for enrichment activities.

3. The student should know what is expected of him.

4. The student should be informed of his progress as he moves toward attainment of objectives.

5. The parent should be informed as to whether or not the student is both attaining the basic objectives and gaining enrichment.

This brochure contains the basic and advanced objectives which have been developed at this point in time. Since each year's students vary as to their needs and interests, it is possible that a few additions, deletions, or modifications of these lists may be required during the next school year.

Some parents have expressed an interest in converting the information which will appear on the report form to a traditional letter grade; therefore, a conversion factor is included for this purpose.

CONVERSION FACTOR BASED ON STUDENT ATTAINMENT ON ASSESSMENT MEASURES ASSIGNED TO THE STUDENT

A - All basic objectives; plus more than half of the advanced objectives.

B - All basic objectives except one; plus up to half of the advanced objectives.

C - All basic objectives except one or two.

D - Attainment of fewer number of basic objectives than defined for a "C" grade.

E - Attainment of none of the objectives assigned to the student.

Thomas W. Lewis
Principal

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

SEVENTH GRADE ENGLISH

UNIT 1 THE FABLE

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Objectives

The student should be able to:

BASIC

1. Explain an author's meaning, stated or unstated.
2. Use vicarious experiences to enhance understanding of direct personal experience.
3. Relate literature to personal living.
4. Clarify personal problems through awareness of and identification with human conflicts and solutions in literature.
5. Perceive traits of human character in animals depicted in stories:
    a. Using animals as symbols
    b. Interpreting fables using animals as symbols
    c. Composing original fables
6. Explain an author's central purpose and emphasis in treatment of action and character.
7. Make inferences from dialogue about character, motive, feeling, plot, and setting.
8. Predict outcomes through recognition of tendencies in behavior in the development of characters.
9. Identify motives that suggest anticipation of events.
10. Write a fable.
11. Read and recognize fables from different areas of the world: African, American Indian, Oriental, Western.

ADVANCED

1. Compare American Indian, African, Asian, and Western fables.

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SEVENTH GRADE ENGLISH

UNIT 2 HOLIDAY RESEARCH

Objectives

The student should be able to:

BASIC

1. Use research skills necessary to locate and record information.
2. Read purposefully, analytically, and critically in collecting information.
3. Organize and outline ideas.
4. Document sources in a systematic way in the form of a bibliography.
5. Interpret orally that information he has gathered and present it to the class - using objectives stated for oral reporting.
6. Use language appropriate to his audience and choose words to express ideas clearly and precisely.
7. Appreciate good workmanship by himself and other classmates.
8. Accept and benefit from constructive criticism.
9. Listen purposefully, courteously, and critically to others.
10. Be aware of cultural differences and the right of others to seek and maintain their own identities.

ADVANCED

1. Point out insights in interpreting human experiences gained through the study of holidays of other cultures and his own.
2. Compare the holidays of various cultures. Show their similarities and differences.

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SEVENTH GRADE ENGLISH

UNIT 3 SHORT STORY

Objectives

The student should be able to:

BASIC

1. Define short story.
2. Define the elements of characterization, rising action, climax, falling action, conflict, and theme.
3. Read selected short stories and find the elements listed in Objective #2.
4. Diagram the plot of selected short stories, taking into consideration the elements stated in Objective #2.
5. Spell, define, and use selected words from short story reading.
6. Write a description of the main character as shown through the narration of the short story.
7. Write a paragraph describing the scene which is set in a short story; use appropriate light and color words.

ADVANCED

1. Write a short story.

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Montgomery County Public Schools, Maryland

SEVENTH GRADE ENGLISH

UNIT 4 GRAMMAR
(Sentence Structure and Mechanics)

Objectives

The student should be able to:

BASIC

1. Define, recognize, and use
   a. nouns
   b. verbs
   c. pronouns
   d. adjectives
   e. adverbs
   f. prepositions

2. Identify the four main sentence patterns:
   n-v
   n-v-n
   n-lv-n
   n-lv-a

3. Identify linking verbs and their action with complements.
4. Identify fragment and run-on sentences
5. Use correct subject-verb agreement
6. Make proper pronoun reference in a sentence.
7. Identify & make proper verb agreement with #person in sentence.
8. Recognize verb as present, past, future
9. Formulate plurals using
   a. s
   b. es
   c. foreign words

10. Use the apostrophe to form a contraction & show possessive forms of nouns.
11. Eliminate the use of & and etc.
12. Define and identify homonyms and avoid errors in the use of here, hear, here's; there, their, they're; to, too, two; new, knew; your, you're.
13. Eliminate as many spelling errors as possible.
14. Divide words properly at the end of a line.
15. Alphabetize through the first three letters in sequence.
16. Underline the title of a book.
17. Avoid underlining a created title
18. Observe the correct manuscript form.

ADVANCED

1. Achieve advanced standing on tests in grammar.

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SEVENTH GRADE ENGLISH

UNIT 5 ORAL BOOK REPORT

Objectives

The student should be able to:

BASIC

1. Use eye contact with the class.
2. Use correct posture
3. Speak distinctly.
4. Use varied and appropriate vocabulary.
5. Use skills to summarize material effectively.
6. Identify types of books read (Biography, Autobiography, Fiction, Non-Fiction, Science Fiction, Novel)
7. Give an oral report on a book read, using a given time limit of 3-5 minutes and incorporating all of the above objectives.

ADVANCED

1. Compare two books written by the same author.
2. Use audio-visual materials in the oral reporting of the book.

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SEVENTH GRADE ENGLISH

UNIT 6 THE NOVEL

Objectives

The student should be able to:

BASIC

1. Read a novel as part of the classwork.
2. Enjoy a narrative.
3. Identify and visualize physical settings.
4. Explain circumstances confronting characters.
5. Determine the meaning of words through context.
6. Explain an author's meaning--stated or unstated.
7. Identify the following tool concepts:
    a. Exposition - introduce section
       furnish background
    b. Narration
    c. Plot - cause/effect - central conflict
    d. Setting
    e. Characters
    f. Point of view - eyes through which we observe plot, setting, and characters of a story - different points of view may vary.
8. Identify main and secondary characters.
9. Define novel and narrative.
10. Explain the use of dialect.
11. Spell, define, and use selected vocabulary words from the reading.
12. Evaluate the novel read either orally, in conference with the teacher, by project, or another method selected by the student and teacher.

ADVANCED

1. Recognize influence of situation upon events and characters.
2. Identify significant:
    a. Character traits
    b. Motives
    c. Reaction to situations
    d. Language differences (slang vs formal)
3. Interpret orally through reading.
4. Relate literature to person living - vicarious experiences.
5. Read an additional full length novel.

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SEVENTH GRADE ENGLISH

UNIT 7 PUNCTUATION AND CAPITALIZATION

Objectives

The student should be able to:

BASIC

1. Punctuate a sentence correctly using periods, question marks, and exclamation marks.
2. Use the period in abbreviations and initials.
3. Punctuate correctly with the comma in:
    a. Series
    b. Apposition
    c. Introductory phrase
    d. Independent clause
    e. Yes; oh; no
4. Capitalize correctly with concentration on:
    a. Beginning sentences
    b. Proper nouns
    c. Proper adjectives
    d. Regions
    e. Months and days of week
    f. Nationalities
    g. Religions
    h. Holidays

ADVANCED

1. Achieve advanced standing on tests in grammar

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SEVENTH GRADE ENGLISH

UNIT 8 THE CLASSICAL MYTH

Objectives

The student should be able to:

BASIC

1. Identify a myth by its structure.
2. Begin to identify the beginning situation which myths depict.
3. Identify the basic conflict in the myth.
4. Follow sequence of action.
5. Begin to see the significance of the outcome of the myth to the meaning.
6. Identify the theme of a myth.
7. Point out that myths have bases in reality
8. Explain the relationship between myths as an explanation of natural phenomena and as an embodiment of human qualities.
9. Cite some characteristics of the gods and heroes in classical mythology.
10. Identify the major Greek and Roman gods.
11. Cite examples of various myths read in class.
12. Identify the 3 major types of myths.
13. Identify and locate major cities, bodies of water, and mythical kingdoms from a Southern Mediterranean map.
14. Characterize the gods and tell how they differ from heroes, humans, and mythical monsters.
15. Describe the hierarchy of the gods on Mt. Olympus.
16. Select or identify mythical allusions found today in our culture.
17. Define terms associated with myths and mythology.
18. Summarize principal myths selected by the class and teacher.
19. Write a myth depicting a natural phenomenon.

ADVANCED

1. Explain Norse, Roman beginnings and identification of myths, gods, and heroes.
2. Compare Ancient Mythologies (Oriental, Norse, European, African).
3. Do research on men in Greek civilization and include what contributions they made to the Greek culture and to ours today.
4. Compare the early Panhellenic games with the Olympic games of today.
5. Identify and define selected words of today whose origin came from Greek gods or related information.
6. Do research on the concept of democratic government as it began in Greece.
7. Compare the Roman and Greek cultures.

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SEVENTH GRADE ENGLISH

UNIT 9 DRAMA

Objectives

The student should be able to:

BASIC

1. Define drama.
2. Compare drama with the novel.
3. Read a play orally in class.

ADVANCED

1. Compare two plays as to form and content.
2. Write a play, or a scene from an original play.

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SEVENTH GRADE ENGLISH

UNIT 10 - AGRICULTURAL CONSERVATION UNIT

Objectives

The student should be able to:

BASIC

1. Explain various techniques in farming designated to prevent and control soil erosion.
2. Observe functions of a dairy farm and its operational processes.
3. Identify various kinds of crops and their uses.
4. Evaluate the role of the farmer in the American economy.
5. Identify selected terms associated with farming and conservation.

ADVANCED

1. Design a modern farm using the skills, vocabulary, machinery, conservation ideas learned in this unit.

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GRADE SEVEN INTRODUCTION TO GEOGRAPHY

OBJECTIVES

A. What is Geography?

The student will be able to:

*1. define geography
*2. explains terms natural and cultural
3. apply natural-cultural relationships.
4. apply cultural-natural
5. apply natural-natural
6. apply cultural-cultural

B. Earth-Sun Relationships:

The student will be able to:

*1. define basic vocabulary
*2. explain the presence of sun lines
*3. explain the effects of rotation and revolution
*4. explain the causes & effects of seasons.

C. Reading Maps, Graphs, and Tables

The student will be able to:

*1. locate points using a map grid
*2. determine direction using a map grid
*3. determine distance using map scale & latitude
*4. differentiate between mouth & source; upstream & downstream
*5. use isolines--such as contours & isotherms.
*6. interpret a road map
*7. solve time problems by using time zones
8. construct a map including all map components
*9. interpret amounts from graphs
*10. determine differences from graphs

D. Climate

The student will be able to

*1. define basic vocabulary
*2. distinguish between climatic elements & climatic controls
3. apply the wind & pressure belt diagram
*4. construct & interpret climagraphs
5. distinguish among rainforest, savanna, steppe, & desert climates

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GRADE SEVEN

AFRICA

OBJECTIVES

A. General

The student will be able to:

*1. define basic vocabulary.

*2. interpret maps and graphs to gain geographic information.

*3. apply earth-sun relationships and climate concepts.

*4. identify main aspects of the physical environment.

*5. identify main aspects of the cultural environment.

*6. apply major geographic concepts.

7. use reference materials to obtain geographic information .

8. share geographic knowledge gained outside of class with the rest of the class.

9. logically analyze geographic situations .

10. seeks extra help when an objective has not been achieved.

B. PHYSICAL

The student will be able to:

*11. explain the concept of "region."

*12. identify major physical features of Africa.

*13. identify effects of the natural environment on Africans.

14. apply climatic controls to African climates.

C. HISTORY & SOCIAL

The student will be able to:

*1. identify major empires that developed in Africa.

*2. identify the effects of slave trade upon Africa.

*3. identify examples of European influence in Africa.

*4. construct a time line showing major events in African History.

*5. describe the development of "nationalism" in Africa.

6. summarize how each of the following has affected Africa: tribalism, colonialism, nationalism, communism, racism.

7. analyze the internal struggles for power in the emerging African nations.

*8. compare the tribal way of life with the Western way of life.

*9. compare the different societies which developed in Saharan and Tropical Africa.

*10. compare the life of the people who live in west, east, and south Africa.

11. relate dependence on nature with the stage of technical development of a society.

12. determine how foreign countries (such as the USA) can best "help" emerging African nations.

* = Basic

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GRADE SEVEN

INTRODUCTION TO LATIN AMERICA

OBJECTIVES

A. Physical

The student will be able to:

*1. define basic vocabulary.

*2. interpret maps & graphs to gain geographic information.

*3. identify main aspects of the physical environment.

B. HISTORY

The student will be able to:

*1. define basic vocabulary.

*2. identify main aspects of ancient Indian civilizations.

*3. identify main aspects of European exploration.

*4. identify main aspects of the movement for independence.

C. SOCIAL

The student will be able to:

*1. define basic vocabulary.

*2. identify the major social classes.

*3. identify the problems associated with land ownership.

*4. identify the cultural effects of the Spanish and the Indians.

5. apply the above objectives to revolution in Latin America.

* = Basic

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GRADE SEVEN

AUSTRALIA

OBJECTIVES

The student will be able to:

*1. define the basic vocabulary.

*2. interpret the physical-political map of Australia.

*3. identify examples which show how technology has been necessary for the development of Australia.

*4. compare the major physical characteristics of Australia with the regions already studied this year.

*5. correlate the population concentrations with the climatic types of Australia.

*6. identify problems of living in the "Dead Heart" of Australia.

*7. Analyze Australia's relationships with foreign countries -- immigration, trade, etc.

Note:

Advanced objectives will be designated during the course of the unit.

* = Basic

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GRADE SEVEN

NEW ZEALAND

The student will be able to:

*1. identify relationships between physical environment and economy.

*2. trace the cultural heritage of New Zealanders.

*3. identify examples of social progress in New Zealand.

*4. identify relationships between technology and trade in New Zealand.

*5. demonstrate the ability to use the following skills in map reading:

a. Latitude & Longitude
b. Distance & Map Scale
c. Direction
d. Elevation

*6. demonstrate the ability to use the following reference skills:

a. Graph Reading & Interpretation
b. Reading Charts & Tables
c. Using the reference section of a book or atlas.

Note:

Advanced objectives will be designated during the course of the unit.

* = Basic

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Montgomery County Public Schools, Maryland

GRADE SEVEN

ANTARCTICA

OBJECTIVES

The student will be able to:

*1. define the basic vocabulary terms.

*2. interpret polar projection maps.

*3. compare and contrast the physical environment of the North and South polar areas.

*4. summarize the history and exploration of Antarctica.

*5. compare the political sectoring of the North and South polar areas.

Note:

Advanced objectives will be designated during the course of the unit.

* = Basic

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GRADE SEVEN

LEE JUNIOR HIGH AREA GEOGRAPHY

A. Topographic Map Reading:

The student will be able to:

*1. interpret a topographic map of the Lee area.

2. construct a profile along a line on the topographic map from the N. W. corner of EBL School to the Number 3 at the end of the red line.

B. Aerial Photo Interpretation:

The student will be able to:

*1. interpret an aerial photo of the Lee-Wheaton area.

2. construct a land-use map of the N. E. corner of the aerial photo - between University Blvd. and Georgia Avenue.

C. Weather Prediction:

The student will be able to:

*1. record observed weather data.

*2. analyze the data and predict the weather.

3. compare the daily weather map (newspaper) information with your data and forecast.

* = Basic

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

SEVENTH GRADE MATH

Pre-Algebra Objectives for Math 7&8

UNIT 1. WHOLE NUMBERS - OPERATIONS AND RELATIONS

Objectives

The student should be able to:

*1. given a list of whole numbers, construct an expanded numeral for each.
*2. given a list of whole numbers, regroup them into the given format.
*3. add whole numbers.
*4. substract whole numbers.
*5. multiply whole numbers.
*6. divide whole numbers.
*7. find the missing whole number which makes a number sentence true.
*8. compare whole numbers and whole number sentences, using less than (<), equal to (=), or greater than (>) symbols.

UNIT 2 WHOLE NUMBERS: SKILLS AND MEANINGS

Objectives

The student should be able to

*1. given a list of numbers pictured on an abacus, write each in expanded form and in whole number form.
*2. given a list of whole numbers, regroup them into three different given formats.
*3. find the whole number which makes a given equation involving addition and subtraction true.
*4. identify true inequalities.
*5. add whole numbers in expanded form.
*6. subtract whole numbers in expanded form.
*7. find the whole numbers which makes a given equation involving multiplication and division true.
*8. after finding the quotient between two whole numbers, check by using the inverse operation.

UNIT 3 WHOLE NUMBERS SYSTEMS AND BASES

Objectives

The student should be able to

*1. given a whole number pictured on an abacus, write it using Roman numbers.
*2. given an expanded number, write it in whole number form.
*3. perform operations using whole numbers.
*4. use the distributive property to find whole number products.
*5. given a base five place value chart and numbers, expand the numeral and convert it to base ten.
*6. find the sum and difference of base five numerals.

*The asterisks designate basic objectives.

UNIT 4 NUMBER PATTERNS AND THEORY

Objectives

The student should be able to

*1. identify even and odd numbers.
*2. construct a factor tree with the base all primes.
*3. given a whole number, state all its factors.
*4. distinguish between prime and composite numbers.
*5. given two numbers, list their common factors and identify the greatest common factor (G.C.F.).
*6. name whole numbers which have common divisors.
*7. identify numbers which are divisible by 2 3, 4. 5 6, 9 or 10
*8. fill in missing terms of given arithmetic progressions and give the sum of each progression.

UNIT 5 FRACTIONS ADDITION AND SUBTRACTION

Objectives

The student should be able to

*1. construct a fraction model.
*2. write equivalent common fractions.
*3. solve simple proportions.
*4. add common fractions.
*5. subtract common fractions.
*6. add and subtract mixed numbers
*7. identify equivalent fractions.
*8. compare common fractions using less than (<), equal to (=), or greater than (>).
*9. solve word problems involving common fractions.

UNIT 6 FRACTIONS MULTIPLICATION AND DIVISION

The student should be able to

*1. find the fractional part of a whole number.
*2. find the fractional part of a common fraction.
*3. multiply common fractions.
*4. multiply mixed numbers.
*5. identify reciprocals (multiplicative inverses).
*6. given a common fraction, name its reciprocal.
*7. find the quotient of common fractions.
*8. find the quotient of mixed numbers.

UNIT 7 ANGLES MEASUREMENT AND MEASURES

The student should be able to

*1. distinguish among different geometric figures
*2. identify the supplement and/or complement of an angle.
*3. given the measure of an inscribed angle, give the measure of its intercepted arc.
*4. given the measure of two angles of a triangle, find the measure of the third.

*5. given the measure of two angles of a triangle, find the measure of an exterior angle.
*6. identify points in the interior, exterior, or on a closed curve.
*7. find the sum of the measures of the angles of a polygon.
*8. find the measure of one angle of a regular polygon.
*9. given two intersecting lines and the measure of one of the angles formed, find the measure of the other three angles.
*10. given two parallel lines cut by a transversal and the measure of one of the angles formed, find the measure of the other seven angles.

UNIT 8 SETS MEMBERS AND SUBSETS

The student should be able to

*1. give the number property of given sets.
*2. identify equivalent sets.
*3. identify equal sets.
*4. given sets, identify intersections and unions.
*5. given a Venn diagram, identify sets, intersections and unions.
*6. list all the subsets of a given set.
*7. locate sets of ordered pairs on a coordinate axis.
*8 name ordered pairs plotted on a coordinate axis.
*9. construct a diagram to represent all the different intersections of two given sets.

UNIT 9 DECIMALS MEANINGS AND OPERATIONS

The student should be able to

*1. given a list of decimal fractions, write in words the name for each.
*2. given a list of decimal fractions, write them in expanded form.
*3. find the sums and differences of decimal fractions.
*4. given pairs of decimal fractions, convert to numerals and find the sum or difference.
*5. find the perimeter of given geometric figures whose sides are given in decimal form.
*6. apply the rules for multiplying decimal fractions by powers of ten.
*7. multiply decimal fractions.
*8. apply the rules for dividing decimal fractions by powers of ten.
*9. find the quotient when given two decimal numerals.

UNIT 10 INTEGERS ADDITION AND SUBTRACTION

The student should be able to

*1. given a number line representation showing and addition or subtraction problem, write the equation.
*2. compare integers using $<$, $=$, $>$, symbols.
*3. add integers.
*4. solve integer problems involving addition and subtraction.
*5. plot ordered pairs of integers on a Cartesian coordinate system.
*6. identify ordered pairs of integers plotted on a Cartesian coordinate system.
*7. find the absolute value of given integers.

UNIT 11 FLOW CHART I

The student will be able to

*1. given the steps to the solution of a problem, order them and then construct a flow chart.
*2. use a flow chart to solve a problem.
*3. given a problem, flow chart a method of solution.

UNIT 12 METRIC GEOMETRY

The student should be able to

*1. demonstrate the use of a metric ruler by measuring a line segment.
*2. demonstrate the use of an English ruler by measuring a line segment.
*3. demonstrate the use of a metric and/or English ruler by finding the perimeter of a polygon.
*4. find the area of a rectangular region by blocking out the area into square units.
*5. find the area of a rectangular region given its measurements.
*6. find the volume of a rectangular solid given its measurements.
*7. identify units of measure used in linear, area, and volume measure.

UNIT 13 FRACTIONS: OPERATIONS

The student should be able to:

*1. write equivalent common fractions for a given fraction.
*2. determine if two common fractions are equivalent.
*3. compare common fractions using $<$, $=$, $>$ relations.
*4. order common fractions.
*5. change a mixed number to an improper fraction.
*6. find the sum and difference of common fractions and put in simplest form.
*7. find the product of fractions and put in simplest form.
*8. find the quotient of fractions and put in simplest form.

UNIT 14 DECIMALS AND PERCENT: MEANING AND APPLICATIONS

The student should be able to:

*1. convert a decimal fraction to a common fraction and write in words.
*2. convert a common fraction to a decimal fraction.
*3. find the sums and differences of decimal fractions.
*4. find products and quotients of decimal fractions where the multiplier or the divisor is a power of ten.
*5. find products and quotients of decimal fractions.
*6. convert common fractions to percents.
*7. find the percentage of a number.
*8. solve a word problem involving a percent.
*9. given the percent and the percentage, find the total.

UNIT 15 MEASUREMENT AND MEASURES: LINEAR MEASURE

The student should be able to

*1. demonstrate the use of an English ruler using fractional parts of an inch.
*2. demonstrate the use of a metric ruler.
*3. identify the most precise measurement of a line segment.
*4. determine the scale used on a map.
*5. given the scale on a map, determine distances.
*6. convert from one linear metric unit to another linear metric unit.
*7. demonstrate the meaning of congruency by finding the measure of corresponding parts of congruent polygons.
*8. determine whether polygons are congruent.
*9. calculate the circumference of a circle.

UNIT 16 POLYGONS: ANGLE MEASURES AND LENGTH OF SIDES

The student should be able to

*1. use a protractor and a metric ruler to find angular and linear measurement of a polygon.
*2. given three angles of a quadrilateral, calculate the fourth.
*3. given two angles of a triangle, calculate the third.
*4. classify triangles given the measures of their angles.
*5. identify polygons, given lengths of sides or measures of angles of quadrilaterals.
*6. given some of the measures of the angles and sides of a parallelogram, find the missing measures without using a measuring instrument.
*7. given the length of a side and the measure of an angle of a regular polygon, calculate the missing measures.

UNIT 17 MEASUREMENT AND MEASURES: AREA AND VOLUME MEASURE

The student should be able to:

*1. identify the altitude of a triangle.
*2. determine if the altitude of a triangle is in the interior or exterior of the given triangle.
*3. calculate the area of rectangular regions.
*4. calculate the area of triang ular regions.
*5. calculate the area of parallelogram regions.
*6. calculate the area of trapezoidal regions.
*7. calculate the volume of rectangular solids.

UNIT 18 NUMBER SENTENCES: EQUATIONS-INEQUALITIES

The student should be able to

*1. identify the relation in a sentence.
*2. identify number sentences as true, false, or open.
*3. solve simple equations.
*4. determine the relation between number sentences using the proper relation.

*5. solve simple inequalities.
*6. translate verbal sentences to number sentences.
*7. translate number sentences to verbal sentences.

UNIT 19 NUMBER THEORY: PATTERNS AND NUMBER FORMS

The student should be able to:

*1. identify odd and even numbers.
*2. determine the rules for the outcomes of operations with odd and even numbers.
*3. distinguish between prime and composite numbers.
*4. construct a factor tree with the base all primes.
*5. write a prime factorization of a number using exponential notation.
*6. find the G.C.D. for a set of numbers.
*7. find the L.C.M. for a set of numbers.
*8. identify numbers which are divisible by 2, 3, 4, 5, 6, 9, or 10.
*9. given the rule, give forms for an arithmetic progression.
*10. given an arithmetic progression, find the sum.

UNIT 20 FRACTION FORMS

The student should be able to

*1. write three equivalent fractions for a given common fraction.
*2. solve simple proportions.
*3. identify the L.C.D. for a given set of common fractions.
*4. find the sums and differences of mixed numbers.
*5. find the product and quotient of common fractions.
*6. perform operations using decimal fractions.
*7. convert common fractions to decimal fractions and percents.
*8. name the reciprocals of given common fractions.
*9. given two of the following: total amount, percent, or percentage, find the missing quantity.
*10. solve word problems involving percent.

UNIT 21 INTEGERS: MEANINGS AND OPERATIONS

The student should be able to:

*1. solve simple equations.
*2. name the additive inverse of given integers.
*3. identify true inequalities.
*4. compare the relationship between integers using $>$, or $<$ relations.
*5. find missing values in identity equations.
*6. add integers.
*7. subtract integers.
*8. multiply integers.
*9. divide integers and check.
*10. solve problems involving absolute value.

UNIT 22 SIMILARITY

The student should be able to:

*1. given geometric drawings, identify similar figures.
*2. given the lengths of sides of polygons, identify similar polygons.

*3. identify non-equivalent fractions given a set of common fractions.
*4. given similar triangles and some of the measures of the sides, determine the missing measures without a ruler.
*5. given two congruent polygons and the measures of the sides and angles of one, determine the measures of the sides and angles of the other polygon.
*6. given a triangle, construct a triangle congruent to it using only a straight edge and a compass.
*7. given two congruent polygons and some of the measures of the sides and angles, find the missing measures.
*8. state the relationship between sides of congruent polygons.
*9. given similar polygons and some of the measures of the sides, determine the missing measures without a ruler.
*10. given similar polygons and some of the measures of the sides, determine the perimeters of the polygons.

UNIT 23 SQUARE ROOTS, AND RIGHT TRIANGLES

The student should be able to

*1. name the missing base and/or exponent of a number in factored form.
*2. simplify numbers in exponential notation.
*3. identify definitions of right, obtuse, and ac ute angles.
*4. given a triangle and the measures of the sides, use the Pythagorean relationships to classify the angles of the triangle and to classify the triangle.
*5. solve equations which are in the Pythagorean Theorem form.
*6. apply the Pythagoream Theorem to find the missing length of a side of a right triangle.

UNIT 24 RATIOS AND RIGHT TRIANGLES

The student should be able to

*1. identify the correct ratios for sine, cosine, and tangent functions.
*2. find the missing lengths of a triangle given the measures of two of the angles, utilizing sine, cosine, and tangent functions.
*3. demonstrate the use of a sine, cosine, and tangent table to determine angles and ratios.
*4. solve word problems using sine, cosine, or tangent relations.

UNIT 25 NUMBER SENTENCES: RELATIONS AND PROPERTIES

The student should be able to

*1. identify the relation in a verbal sentence.
*2. translate a number sentence to a verbal sentence.
*3. translate a verbal sentence to a number sentence.
*4. compare the relationship of two number sentences using the following relations: $>$, $=$, $<$.
*5. solve equations.
*6. solve inequalities.

UNIT 26 FLOW CHART II

The student should be able to

*1. construct flow chart symbols for each of the following: operation start or stop, result, direction of steps, and decision.
*2. given steps to solution of a problem, order them and put them into a flow chart.
*3. given a flow chart, solve problem.
*4. given steps to a solution of a problem, order them and construct a flow chart.
*5. list steps for the solution of a problem and construct a flow chart.

UNIT 27 APPLICATION IN SCIENCE

The student should be able to

*1. locate information from a table of data and transfer for use elsewhere.
*2. compare information found in tables.
*3. estimate in a simple problem situation.
*4. read information from broken line, bar, and circle graphs.
*5. solve problems involving the reading and selecting of data.
*6. construct a broken line, bar and circle graphs from a given set of data.
*7. express numbers in scientific notation.
*8. solve problems involving and/or using scientific notation.
*9. solve problems using numbers in exponential notation.

UNIT 28 MATHEMATICAL SYSTEMS

The student should be able to

*1. state that the requirements of a mathematical system are elements, one or more operations and one or more properties.
*2. identify the operations for different math systems.
*3. identify the closure property for a math system.
*4. identify the commutative property for a math system.
*5. identify the associative property for a math system.
*6. name additive identity for a math system.
*7. name the additive inverse for a math system.
*8. name the multiplicative identity for a math system.
*9. name the multiplicative inverse for a math system.

ENRICHMENT UNIT: PROBABILITY I

The student should be able to:

1. determine the probability for a single event in a closed system.
2. complete tree diagrams for double events.
3. demonstrate the meaning of the word "and" in probability by determining the probability for events in a closed system.
4. demonstrate the meaning of the word "or" in probability by determining the probability for events in a closed system.

ENRICHMENT UNIT: PROBABILITY II

The student should be able to

1. determine the probability for a single event in a closed situation.
2. state the range of probability values.
3. demonstrate the meaning of the word "or" in probability by determining the probability.
4. demonstrate the meaning of the word "and" in probability by determining the probability for events in a closed system.
5. write factorials in factored form.
6. given a set, determine the number of possible combinations.
7. given hypothetical situations, calculate permutations (arrangements).
8. given hypothetical situations, calculate combinations.

ENRICHMENT UNIT: PROBABILITY III

The student should be able to

1. determine the probability for a single event in a closed system.
2. state the range of probability values.
3. demonstrate the meaning of the word "or."
4. given a hypothetical situation, find the total number of outcomes.
5. perform operations with factorials.
6. calculate combinations.
7. calculate permutations.
8. translate verbal problems involving combinations and permutations into the appropriate formula and solve.

ENRICHMENT UNIT: SLIDE RULE I

The student should be able to

1. indicate numbers with the secondary division that represents them on the slide rule.
2. read values from the various scales of a slide rule.
3. state rules for determining the number of digits a product can have.
4. state the order of movement for the slide and runner in the use of a slide rule.
5. order the steps in solving a problem with a slide rule when the steps are given.
6. use a slide rule to compute the products of whole numbers.
7. use a slide rule to compute the quotients of whole numbers.

ENRICHMENT UNIT: SLIDE RULE II

The student should be able to

1. state the rules for determining the number of digits a product can have.
2. use a slide rule to compute products of whole numbers.
3. use a slide rule to compute quotients of whole numbers.
4. estimate products of decimal fractions.
5. use a slide rule to compute products of decimal fractions.
6. use a slide rule to compute quotients of decimal fractions.

ENRICHMENT UNIT: SLIDE RULE III

Students should be able to

1. locate intervals where given numbers can be found.
2. determine the least number of digits a product can have.
3. determine the greatest number of digits a product can have.
4. use a slide rule to compute products of whole numbers.
5. use a slide rule to compute quotients of whole numbers.
6. use a slide rule to solve problems involving both multiplication and division of whole numbers.
7. estimate products of decimal fractions.
8. use a slide rule to compute products of decimal fractions.
9. use a slide rule to compute quotients of decimal fractions.
10. use a slide rule to compute squares of whole numbers.
11. estimate squares of decimal fractions.
12. use a slide rule to compute the squares of decimal fractions.
13. use a slide rule to find the square root of a whole number.
14. use a slide rule to find the square root of a decimal fraction.

ENRICHMENT UNIT: GEO-BOARD I

The student should be able to

1. construct one- and two-dimensional geometric figures on a geo-board.
2. construct two dimensional geometric figures, given certain dimensions and solve for missing dimensions.
3. use Pic's theorem to find the area of two dimensional figures.
4. given ordered pairs, construct the figure on a geo-board and solve for some dimensions.

ENRICHMENT UNIT: GEO-BOARD II

The student should be able to

1. construct one-dimensional figures given ordered pairs and determine length.
2. given ordered pairs, construct line segments and determine if they are parallel or perpendicular.
3. determine the midpoint of a line segment on a geo-board.
4. construct a triangle given three ordered pairs (vertices) and
    a. find the measure of the base.
    b. find the measure of the altitude.
    c. find the measure of the area.
5. construct a quadrilateral given four ordered pairs and
    a. determine the midpoints of the sides.
    b. determine the centroid.
    c. determine the measure of the altitude.
    d. determine the measure of the base.
    e. determine the measure of the area.

The student should be able to

1. use a protractor to find the measure of angles.
2. calculate the third angle of a triangle, given the measure of two angles.
3. determine the sum of the angle measures of convex polygons.
4. determine the exterior angle measure of a convex polygon when the measures of the interior angles are given.
5. construct polygons on a geo-board from given ordered pairs.
6. determine perimeters of figures on geo-boards.
7. determine means of figures on geo-boards.
8. construct a triangle from given ordered pairs on a geo-board and
    a. determine base.
    b. determine altitude.
    c. determine area.
9. construct a parallelogram from given ordered pairs on a geo-board and
    a. determine base.
    b. determine altitude.
    c. determine area.
10. construct a rectangle from given ordered pairs on a geo-board and
    a. determine base.
    b. determine altitude.
    c. determine area.
11. construct a trapezoid from given ordered pairs on a geo-board and
    a. determine base
    b. determine altitude
    c. determine area
12. determine volume of a rectangular solid.

ENRICHMENT UNIT: CONSTRUCTIONS

The student should be able to

1. form an angle using a protractor.
2. reconstruct (copy) any angle using a compass and straight edge.
3. bisect an angle using a compass.
4. identify an angle bisector and a perpendicular bisector.
5. bisect a line segment with a compass.
6. construct a triangle, given three sides and a compass.
7. construct a perpendicular to any point on a line using a compass.
8. construct a perpendicular to a line from a point not on a line.
9. construct parallel lines, given a line and a point not on the line and compass.

ENRICHMENT UNIT: SOLID GEOMETRY

The student should be able to

1. given any of the following figures, find their volume:
   a. rectangular solid — l "w" h = V
   b. cube — S^3 - V
   c. circular cylinder — r^2:h = V
   d. sphere — $\frac{4}{3}$ .. r^3 = V
2. given any of the following figures, find their surface areas:
   a. rectangular solid — 2 . l . v + 2.l.4+2.w.h - A
   b. cube — $6.S^2$ = A. s=side
   c. circular cylinder — 2. .r.h+2. r^2=A
   d. sphere — $.d^2$ cr 4. $.r^2$ =A

ENRICHMENT UNIT: BUSINESS APPLICATIONS

The student should be able to

1. demonstrate how to operate a checking account including the use of deposit slips, check stubs and checks.
2. reconcile bank statements.
3. identify the following terms: interest, principle, rate, time.
4. compute simple interest on money borrowed.
5. identify the following terms: bank discount and net proceeds
6. compute bank discounts of net proceeds.
7. identify: mills, assessed valuations, and tax rate.
8. compute property taxes.
9. compute sales discount.
10. compute rate of sales discount.
11. compute commission.
12. compute rate of commission.

ENRICHMENT UNIT: FLOW CHART III

The student should be able to

1. name symbols used in flow charting.
2. order steps to a solution of a problem and construct a flow chart when given mixed-up steps.
3. use a flow chart when given mixed-up steps.
4. construct a flow chart and solve a problem.

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SEVENTH GRADE GENERAL SCIENCE

General Science (Grade 7), sometimes called "Life Science", emphasizes the relationship of man to his environment. The substance and level is, in general, compatible with several current textbooks.

Units of this course include:

The Basis of Life - matter in living and non-living things, energy and living things, matter cycles, and cell structure and function.

The Organization of Life - organization of individual organisms, respiration, digestion, transportation, circulation, elimination and irritability.

The Continuation of the Species - reproduction, variation and heredity.

The Balance of Life - environmental relationships and man's effect on the environment.

Living a Longer and Healthier Life - forms and causes of disease, ways in which diseases are spread, body defenses against diseases, and disease prevention.

Drugs and Drug Abuse - alcohol, tobacco, and controlled dangerous substances.

By the end of the course, most students should be able, within reasonable limits, to:

1. complete all assignments accurately, spelled correctly and on time.
2. develop an orderly system for setting up and maintaining a notebook.
3. master the techniques of good study habits.
4. develop an inquiring mind.
5. demonstrate the skills involved in the use and care of scientific apparatus.
6. describe the relationship between matter and energy as related to living things.
7. identify the basic cell structures and functions common to all living things.
8. identify the various levels of organization of living things including cells, tissues, organs, systems and organisms.
9. describe the various structures and processes utilized by living organisms to accomplish the function of respiration.
10. describe the various structures and processes utilized by living organisms to accomplish the function of digestion.
11. describe the various structures and processes utilized by living organisms to accomplish the function of transportation.
12. describe the various structures and processes utilized by living organisms to accomplish the function of excretion.
13. describe the structures and processes utilized by living organisms to regulate and coordinate their body functions.
14. differentiate between the major aspects of sexual and asexual reproduction.
15. recognize the basic cellular and molecular components and processes which govern heredity.
16. recognize the various ecological factors which effect the balance of life and how man has influenced these factors.
17. differentiate between drugs that are classified as stimulants, depressants, hallucinogens, and volatile chemicals.

18. identify the physical and mental effects of drugs upon the body.
19. identify the social influences that affect drug abuse.
20. identify methods of disease control, causal agents of diseases and the kinds of immunity.

I. INTRODUCTION

Objectives for the introduction of life science:

1. Identify the sciences related to life science.
2. Establish the relationship between well known scientists and their contributions to life science.
3. Recognize, spell correctly and demonstrate a knowledge of the function of all of the basic science equipment used in the study of life science.
4. Demonstrate the ability to make observations of science activities and to relate these observations accurately.
5. Define: theory, hypothesis and fact.
6. Distinguish between an observation and an assumption.
7. Identify the physical characteristics of an object being observed.
8. Collect data and organize it according to the scientific method.
9. Explain the general principles of taxonomy and its use in the classification of plants and animals.

II. THE ANIMAL KINGDOM

Objectives for the study of the animal kingdon:

1. List the order of classification of the animal kingdom by phyla.
2. Define the binomial system of classification.
3. Identify the basis of Linnaeus' system of animal classification.
4. Identify at least 10 parts of the microscope, explain the function of each part and use the microscope effectively in a laboratory exercise.
5. Demonstrate the proper technique for making and staining a slide.
6. Distinguish between a plant and an animal cell and state the differences.
7. Identify three major parts of a cell and give their function.
8. List, locate and explain the function of 10 individual parts of the animal cell.
9. State the cell theory.
10. Distinguish and explain the plant and animal characteristics of the euglena.
11. Demonstrate safety techniques and procedures during a lab situation.
12. Demonstrate the proper procedure for cleaning up after a lab.

III. LIFE SCIENCE

A. PHYLUM I - Protozoa

BASIC

1. Name and describe three organs of locomotion of the phylum Protozoa.
2. Define the following life science terms: parasitism, symbiosis, vacuole, protoplasm, habitat, response, life functions, sessile, and regeneration.
3. List at least eight life functions carried on by the protozoans.
4. Record the following information on the protozoa:
   a. Locomotion
   b. Body shape
   c. Means of respiration
   d. Means of reproduction
   e. Habitat
   f. Food getting
   g. Excretion
   h. Response to stimuli
5. Demonstrate the ability to siphon from a film the critical concepts.
6. Demonstrate the ability to make logical observations of a teacher demonstration.

ADVANCED

1. Collect some pond or stagnant water and locate some protozoans using the microscope or microprojector.
2. Make several detailed drawings of the protozoa, identify them and label the parts.
3. Develop some colonies of protozoa by the Hay Infusion process.

B. PHYLUM II - Porifera

BASIC

1. List the life function of the Porifera and explain how each function is carried on.
2. Identify the 10 major parts of a sponge.
3. Describe the life cycle of a sponge.
4. Name the distinguished structural characteristic of the Porifera
5. List five examples of the phylum Porifera.
6. List the uses of the sponges.

ADVANCED

1. Make several detailed drawings of the sponges and label parts.
2. Discuss the importance of the regeneration capabilities of the sponges for commercial use.

C. PHYLUM III - Coelenterates

BASIC

1. Record the following information for the coelenterates
   a. Locomotion
   b. Body shape
   c. Means of respiration
   d. Means of reproduction
   e. Habitat
   f. Food getting
   g. Excretion
   h. Response to stimuli

2. List five examples of the phylum Coelenterata.
3. Select the critical material from a film pertaining to the coelenterates.
4. Demonstrate the ability to make logical observation of a teacher demonstration of the coelenterates.
5. List the life functions of the coelenterates and explain how each function is carried on.
   Examples - a. Circulation
   b. Digestion
   c. Regeneration
   d. Hibernation
6. List 12 major parts of the hydra.
7. Name the distinguishing structural characteristic that classifies an animal as a coelenterate.
8. Recognize the major parts of the hydra in a lab exercise.

ADVANCED

1. Draw and label several members of the phylum Coelenterata.
2. Compare the structural similarities between the hydra and the jellyfish.

D. PHYLUM IV - Platyhelminthes

BASIC

1. Record the following information for the Platyhelminthes:
   a. Locomotion
   b. Body shape
   c. Means of respiration
   d. Means of reproduction
   e. Habitat
   f. Food getting
   g. Excretion
   h. Response to stimuli
2. List three examples of the phylum Platyhelminthes.
3. Select the most critical material from a film or lectures and demonstrate the ability to take notes.
4. Execute the proper techniques and demonstrate lab skills in a lab on the planeria flatworm.
5. Demonstrate the ability to make logical observations on a teacher demonstration.
6. List the life functions of the phylum Platyhelminthes and explain how each function is carried on.
7. List the major external and internal parts of the planeria.
8. Name the distinguishing structural characteristic that classifies an animal as a flatworm.

ADVANCED

1. Make several drawings of the members of the phylum Platyhelminthes and label the parts.
2. Discuss the regeneration properties of the flatworm in general and the planeria in particular.

E. PHYLUM V - Nematoda

BASIC

1. Name the distinguishing structural characteristic which classifies an animal as a nematode (roundworm).

2. Record the following information on the Nematoda:
    a. Locomotion
    b. Means of respiration
    c. Means of reproduction
    d. Body shape
    e. Habitat
    f. Food getting
    g. Excretion
    h. Response to stimuli
3. List three examples of the Nematoda.
4. Using the most current sources of information, give a report on a current science topic. The report should be written as well as given orally. Include a bibliography.
5. Demonstrate the ability to take objective notes from films, lectures, and teacher demonstrations.
6. List the life functions of the Nematoda and explain how each function is carried on.
7. Recognize the relationships of the flatworms and roundworms in terms of the following vocabulary:
    a. Parasitic
    b. Host
    c. Hibernation
    d. Life cycle
    e. Regeneration

ADVANCED

1. Draw several members of the phylum Nematoda and label the parts.
2. Explain why the parasite commonly known as the hookworm is often called "The American Killer."

F. PHYLUM VI - Echinodermata

BASIC

1. Name the distinguishing structural characteristic that classifies an animal as an echinoderm (spiny-skinned animal).
2. Record the following information on the echinoderms:
    a. Locomotion
    b. Body Shape
    c. Means of respiration
    d. Means of reproduction
    e. Habitat
    f. Food getting
    g. Excretion
    h. Response to stimuli
    i. Economic importance
3. List three examples of the echinoderms.
4. Demonstrate the ability to complete the following activities during a laboratory situation involving the starfish:
    a. Locate the following external structures:
        1. Arm
        2. Spines
        3. Tube feet
        4. Groove
        5. Bulb
        6. Mouth
    b. Dissect the starfish as outlined in the lab instructions.
    c. Locate the following internal structures of the starfish:
        1. Sieve plate
        2. Stone canal
        3. Ring canal
        4. Radial canal
        5. Digestive glands
        6. Anus

5. Describe the food getting process that exists between a starfish and bivalves.
6. Explain the economic importance of the starfish.

ADVANCED

1. Draw several members of the phylum Echinodermata.
2. Explain how the starfish moves and its use of the hydrovascular system.

G. PHYLUM VII - Annelida

BASIC

1. Name the distinguishing structural characteristic which classifies an animal as an annelid.
2. Record the following information on the annelids:
   a. Locomotion
   b. Body shape
   c. Means of respiration
   d. Means of reproduction
   e. Habitat
   f. Food getting
   g. Excretion
   h. Response to stimuli
   i. Economic importance
3. List three examples of the annelids.
4. Demonstrate the ability to complete the following activities on the earthworm lab.
   a. Locate the following external structures:
      1. Prostomium
      2. Anus
      3. Clitellum
      4. Setea
      5. Body segments
      6. Cuticle
   b. Make a longitudinal cut as described in your lab instructions.
   c. Locate the following internal structures:
      1. Five pairs of hearts
      2. Intestine, esophagus, crop and gizzard.
      3. Nervous system
      4. Cuticle
5. Explain the importance of the mucus secreted by the earthworm.
6. Describe the digestive system of the earthworm. Explain the function of the following organs: pharynx, esophagus, crop and gizzard.
7. Describe the food getting habits of the earthworm.

ADVANCED

1. Describe in general terms how the earthworms reproduce themselves.
2. Explain the food getting habits of the earthworm and how it aids man.
3. Discuss the means of locomotion of the earthworms.

H. PHYLUM VIII - Mollusca

BASIC

1. List the various habitats of the mollusks and give one example of an animal for each habitat.
2. Name the distinguishing structural characteristic which classifies an animal as a mollusk.
3. Record the following information on the mollusks:
   a. Locomotion
   b. Body shape
   c. Means of respiration
   d. Means of reproduction
   e. Means of excretion
   f. Food getting
   g. Response to stimuli
   h. Economic importance

4. Demonstrate the ability to complete the following activities on the clam lab:
    a. Locate the following external structures:
        1. Siphone
        2. Umbo
        3. Growth lines
        4. Shell
    b. Open your clam as described in your lab instructions.
    c. Locate the following internal structures:
        1. Foot
        2. Mantle
        3. Gills
        4. Shell muscles
        5. Stomach
        6. Anus
        7. Mouth
        8. Intestine
        9. Esophagus
        10. Heart
5. List the ways in which the mollusks are of economic importance.
6. Identify the five classes of the mollusks by describing their shell and give one example of each class.
7. Explain how an oyster forms a pearl.
8. Compare the structural differences of the cephalopods and the gastropods.

ADVANCED

1. Describe the technique used to collect clams.
2. Explain how the mollusks are adapted to their environment.
3. Draw several members of the mollusks and label the parts.

I. PHYLUM IX - Arthropoda

BASIC

1. List the various habitats of the arthropods and give one example of an arthropod in each habitat.
2. Name the distinguishing structural characteristic which classifies an animal as an arthropod.
3. Record the following information on the general characteristics of the arthropods:
    a. Types of locomotion
    b. Number of different species
    c. Means of respiration
    d. Means of reproduction
    e. Types of sense organs
    f. Means of digestion
    g. Means of excretion
    h. Body structure
4. List ten ways in which the arthropods are helpful to man.
5. List ten ways that they are harmful to man.
6. Name the characteristic that separates the arthropods into classes.
7. Describe the life style of the colonial arthropods. Give several examples.
8. Compare the structure of the bodies of examples of each of the classes of the arthropods.
9. Demonstrate the ability to complete the following activities on the lab involving the grasshopper:
    a. Locate the following external organs:
        1. Head
        2. Thorax
        3. Abdomen
        4. Antennae
        5. Simple eye
        6. Compound eye
        7. Ear
        8. Wing
        9. Legs
        10. Spiracles
    b. Dissect the grasshopper as described in your lab instructions.

c. Locate the following internal structures:

1. Brain
2. Crop
3. Gizzard
4. Stomach
5. Intestine
6. Rectum
7. Anus
8. Hearts
9. Air sacs
10. Air tubes

ADVANCED

1. Draw several members of the phylum Arthropoda and label the parts.
2. Describe the life process of the social insect, the bee, inside of the hive.
3. Explain how spiders make their web and why they do this.
4. Explain how the insects present the greatest threat to man's control of the earth.

J. PHYLUM X - Chordata

1. List the distinguishing structural characteristics of the chordates.
2. Distinguish between the vertebrates and the invertebrates.
3. Name the five classes of the phylum Chordata and the structural characteristics of each class.
4. List and describe several animals that are chordates but not vertebrates.
5. Recognize the similarities in the five classes of the chordates.

K. PHYLUM X - Chordates - Class Fish

BASIC

1. List the various habitats of the fishes.
2. Describe the means of locomotion of the fish.
3. Identify 10 examples (species) of the class - fishes.
4. Describe fish reproduction and egg quantity.
5. Explain how the fishes are adapted to their environment.
6. Define the various terms relative to the existence of fish: scavengers, cold-blooded, parasites, mutualism and lung breathers.
7. Identify 5 ways that the true fish are of economic importance.
8. Locate the various structures of the fish's anatomy of a dissected fish:
   External - dorsal, ventral, anterior, posterior, lateral line, pectoral fin, gill opening, caudal fin, dorsal fins, eye, cheek, scales, snail fin, pelvic fin, mouth, operculum, nares and upper and lower jaws.
   Internal - vertebral column, spinal cord, gills, heart, digestive system parts, air bladder, and circulatory system parts.

ADVANCED

1. Explain the various types of respiration in the fish and compare these with the types of respiration in the arthropods.
2. Locate, on a diagram, the various parts of the digestive, circulatory, and nervous systems of the shark.
3. Compare the true fish to the members of the sub-phylum sharks.
4. Define or give the characteristics or special features of each of the following:
   a. Sea horse
   b. Lantern fish
   c. Hammerhead shark
   d. Minta ray

e. Swordfish
f. Damprey
g. Bioluminescence
h. Electric organs
i. Morays
j. Mouth breeders
k. Migration

L. PHYLUM X - Class Amphibians

BASIC

1. Identify the characteristics that distinguish the amphibians from the other chordates.
2. Compare the salamander with the frog.
3. Distinguish between frogs and toads based upon their anatomy.
4. List the economic values of the amphibians.
5. Describe how the frog's anatomy enables it to catch food.
6. Explain the purpose and function of the amphibian's three chambered heart.
7. Discuss the various changes that occur from the development of the egg to the tadpole to the adult frog.
8. Describe the roles that the mouth, lungs and skin play in the process of respiration.

ADVANCED

1. Explain how and why hibernation and estivation play important roles in the frog's life.
2. Compare the life functions of the frog with those of any other chordate (possibly the human).

M. PHYLUM X - Class Reptiles

BASIC

1. Describe the evolution of the reptiles in the following stages: the rise of the reptiles, the age of the reptiles, and their decline.
2. Name the two examples of dinosaurs and give the 2 theories for their extinction.
3. Describe the structure of the amniote egg and explain its significance.
4. List 6 distinguishing structural characteristics of reptiles.
5. Name and describe the 5 groups of living reptiles.
6. Describe the three different feeding habits of snakes.
7. Explain how a snake poisons its victim and identify the two types of poison.
8. Identify and describe the two groups of poisonous snakes in the U. S.
9. List several ways that the reptiles are of economic importance.
10. Define the following terms which are relative to the reptiles: venom, extinction, paleontology, herpetology, evolution, amniote egg, hemotoxin, and heurotozin.

ADVANCED

1. Describe the adaptations of the snake's jaw and mouth for swallowing large prey.
2. Describe the three methods of snake locomotion.
3. Distinguish between oviparous and ovoviviparous snakes.
4. Explain the adaptations that have enabled the turtle to survive through the ages.

N. PHYLUM X - Class Aves (birds)

BASIC

1. Identify and define the following characteristics of the birds:
   a. warm blooded
   b. 4 chambered heart
   c. feathers
   d. hard shelled eggs
   e. foot adaptations
   f. habitats
2. Describe the beaks of birds and their differences due to their function.
3. Compare the structure and function of the hind legs with that of the fore limbs.
4. Describe the functions and structures of the air sacs and their importance in flight.
5. List several ways that birds are of economic importance to man.
6. Distinguish between the different types of birds based upon their habitats.
7. Compare the different types of bird feathers.
8. Describe the digestive process of the birds indicating the function of gravel in this process.
9. Contrast the characteristics of a warm blooded animal with those of a cold blooded animal.
10. Identify several examples of the predatory birds.

ADVANCED

1. Compare the size of a bird's cerebrum and cerebellum with that of the cerebrum and cerebellum of the mammal; keep in mind that the processes of memory and coordination occur in these areas.
2. Describe how the anatomy of a bird is adapted for flying.

O. PHYLUM X - Class Mammals

BASIC

1. List ten characteristics of the mammals.
2. Define or describe each of the following: carnivore, herbivore, ungulate, adaptive radiation, viviparous, gestation, ruminants, platypus duckbill, diaphragm and a four-chambered heart.
3. Compare the monotremes, marsupials and placental mammals and give an example of each group.
4. Describe and give at least one example of each of the ten orders of the mammals.
5. Discuss the rise of the mammals and list several extinct mammals.
6. Describe the mammal habitats as compared to other animal habitats.
7. Compare the size of the mammal's brain with that of other chordates.

ADVANCED

1. Discuss the advanced development of the mammals with respect to the following: body temperature, heart and lungs, nervous system, reproduction and parental care.
2. Compare the relationship of intelligence to the size and structure of the mammal's brain with that of other chordates.

IV. THE HUMAN BODY

A. Muscular System

BASIC

1. List the three basic types of muscle tissue, identify them from a diagram, and give their location in the body.
2. List the three basic types of functions carried on by the muscular system.
3. Locate the three basic types of muscles in the body.
4. Distinguish between the following parts of a muscle:
   a. Fibrils - fibers - fasciculi
   b. Belly - origin - insertion
5. Describe the action of the flexors and the extensors and explain how muscles are attached to bones.
6. Explain the importance of oxygen to a muscle.

ADVANCED

1. Describe the mechanics and chemistry of a muscular contraction.
2. Explain the relationship of exercise to muscle tone and development.
3. Describe your feeling after running in a dash.
4. What is lactic acid and what is its significance in athletics?
5. Draw the human muscular system and label the major muscles.

B. Skeletal System

BASIC

1. List the four functions of the skeletal system.
2. Identify the bones composing the axial and appendicular divisions of the skeleton.
3. List the bones or sets of bones along with the organs they protect in the axial skeletal system.
4. Identify the types of joints and give an example of each.
5. Describe the relationship of the skeletal system to the manufacture of blood cells.
6. Distinguish between a ligament and a tendon.
7. Describe how bone growth occurs and contrast a young bone with an old bone by its characteristic qualities.

ADVANCED

1. Identify three bone diseases and include the cause, symptom and treatment.
2. Explain the process by which bones heal after a fracture. (This may be written or done orally.)
3. Draw and label a bone cell (osteocyte) with its parts as it would be viewed under a microscope.
4. Draw the human skeletal system and label the major bones.
5. Prepare drawings of various skeletons and explain how the skeletons are adapted to the organisms lifestyle. (e.g., fish, bird, bat, etc.)

C. Circulatory System

BASIC

1. Explain how the circulatory system functions as a transport system of the body and name the organs involved.
2. Describe the four major constituents of blood and give their functions.
3. Identify the three kinds of blood vessels (arteries, veins and capillaries)
4. Identify the four major blood types and explain how they affect transfusions.
5. Describe the lymph system and give its purpose.
6. Identify on a diagram the parts of the heart and give their functions.
7. Trace on a diagram how blood enters and leaves the heart.
8. Describe the heartbeat and its regulation.
9. Explain what causes the heart sound "lub-dup."
10. Define blood pressure and pulse rate.

ADVANCED

1. Explain the Rh factor and give its significance.
2. Describe the following by giving the cause, symptoms and treatment:
   a. hemophilia
   b. anemia
   c. leukemia
   d. blue babies
   e. heart attack
   f. rheumatic heart disease
3. Measure the pulse rate under different conditions of rest and exercise.
4. Define: hypertension, varicose veins and hardening of the arteries.
5. Draw the human circulatory system and include all of the major parts with proper labels.

D. Digestive System

BASIC

1. Identify the parts of the human digestive system in their proper sequence.
2. Describe the location and function of each of these parts.
3. Identify the main functions foods perform.
4. Distinguish between the functions of the six nutrients and explain how they benefit the human body.
5. Identify a balanced diet and include the necessary vitamins and minerals that are beneficial to man.
6. Describe digestion in several animals.
7. Identify the enzymes and explain their value in digesting food.
8. Describe how food is digested, absorbed, oxidized and assimilated.
9. Explain the purpose of the rhythmic contraction and relaxing of the muscles in the walls of the intestines.

ADVANCED

1. Identify the organic foods.
2. Distinguish between the functions of the carbohydrates, fats and proteins.
3. Draw the human digestive system and label the major parts.
4. Describe several diseases of the digestive system giving the cause, symptom and treatment.

E. Respiratory System

BASIC

1. Identify the parts of the human respiratory system.
2. Describe the location and function of each of these parts.
3. Describe the relationship between the circulatory and the respiratory systems and the process of gaseous exchange in the lungs.
4. Identify the factors affecting the control of breathing.
5. Identify and locate the muscles that are used in breathing.
6. Explain how changes in air pressure in the chest affect breathing.
7. List several reasons why a person should breathe through the nose.
8. Identify the gases involved in inspiration and expiration.

ADVANCED

1. Explain why a person breathes faster during exercise and more deeply at high altitudes.
2. Describe the harmful effects of smoking and air pollution on the respiratory system.
3. List several diseases of the respiratory system and give the cause, symptoms and treatment.
4. Draw a model and label all parts of the human respiratory system.

F. Nervous System

BASIC

1. Identify the three main divisions of the nervous system and state the function of each.
2. Distinguish between motor, sensory and central neurons.
3. Describe the action at the end of the motor neuron that causes a muscle fiber to contract. To relax.
4. List and locate the parts of the brain and state the function of each.
5. Demonstrate an understanding of how the autonomic nervous system is really two systems.
6. List the five sensations of the skin and compare the differences in the receptors.
7. Explain why we think we distinguish more than the five (name them) taste sensations that the tongue perceives.
8. Describe how a sound wave in the air is able to stimulate the receptors in the cochlea.
9. Identify the parts of the ear and give the function of the middle ear.
10. Describe the function of the nervous system in the processes of seeing and smelling.

ADVANCED

1. Identify or describe some of the abnormalities of the nervous system, such as: night blindness, peripheral vision, color blindness, dreams, nightmares, optical illusions, intelligence, ESP, beriberi, reflex action, involuntary and voluntary actions.
2. Draw the brain, spinal cord and a dendrite and label the parts.

G. Excretory System

BASIC

1. Identify the parts of the excretory system.
2. Locate and explain the function of these parts.
3. Describe the kidney and explain how urine is formed.
4. Explain how perspiration helps to regulate body temperature.
5. Describe the relationship of the excretory system to the digestive system and the circulatory system.
6. Explain the importance of body metabolism and the relationship that waste removal has to its proper function.
7. Draw and label the parts of the human kidney and explain their functions.

ADVANCED

1. List several diseases of the excretory system and give the cause, symptoms and treatment.
2. Compare the waste products of proteins, fats and carbohydrates that result from metabolism.

H. Endocrine System

BASIC

1. Identify the ductless glands of the endocrine system and name the hormone secreted by each gland.
2. Locate each gland and explain the function of each hormone.
3. Distinguish by definition and function the difference between a hormone and an enzyme.
4. Explain the importance of hormones on the body functions and especially the role they play in the development of intelligence.
5. Identify the physiological results of the malfunctioning glands of the human body.
6. Describe the cause, treatment and cures for the malfunctioning glands.
7. Distinguish between fear and some of the other emotions and their effect on the endocrine system.
8. Explain the importance of iodized salt to the proper functioning of the thyroid gland.

ADVANCED

1. Discuss how plants use hormones and how they differ in their use from animal hormones.
2. Design a poster of the human body showing the location of the ductless glands.
3. Explain the role of the circulatory system in the function of the endocrine glands.
4. Compare hyperthyroidism with hypothyroidism and explain their effects upon the human body and upon personality.
5. Explain the appearance of sugar in the urine of a diabetic.
6. Define ACTH and give its function.

I. Disease

1. List several of the diseases common to man and give the cause and carrier of each disease.
2. Identify several scientists active in the field of immunology and medicine and give their contributions.

3. Explain how germs enter the human body and are trapped in the nose, throat, lungs and respiratory tract.
4. Define: immunity, contagious, antibiotics, vaccination, inoculation and vaccine.
5. Describe how research methods are used to combat and cure diseases.

J. Genetics and Heredity

BASIC

1. Define the following terms relative to genetics: gene, chromosome, hybrid dominant trait, recessive trait, Punnett square, generation and breeding.
2. Discuss Gregor Mendel's work with the pea plants and his conclusions about heredity.
3. Demonstrate the ability to use the Punnett square to perform monohybrid crosses and determine the ratios of offsprings.
4. Identify the role of genes and chromosomes in human heredity and sex determination.
5. Design an illustration showing a monohybrid cross.
6. List several hereditary diseases and give their means of prevention or detection.
7. Explain the importance of selective breeding in the areas of farming and ranching.

ADVANCED

1. Design a model of DNA.
2. Draw a chart comparing meiosis and mitosis.
3. Draw a pedigree chart showing inheritance of a trait.
4. Illustrate a Punnett square of a dihybrid cross.

V. THE PLANT KINGDOM

BASIC

1. Define and spell correctly the vocabulary connected with the plant kingdom.
2. Compare a typical plant cell and label the parts with the typical animal cell.
3. Distinguish between dependent and independent plants and describe the type of existence in which they may function.
4. Distinguish between woody and nonwoody plants.
5. Compare animal taxonomy with plant taxonomy.
6. Compare plants with chlorophyll and plants without chlorophyll and explain how they survive.
7. Prepare slides of different plants and plant sections.
8. List several plant diseases and their cures.
9. Explain growth and movement among plants.
10. Identify the classes of plants based upon their structure, size, and type of existence.
11. Explain photosynthesis and design a diagram showing the CO_2 and O_2 cycle.
12. List the four major parts of the flowering plant (root, stem, leaf and flower) diagram them on a chart, label their parts and give the function of each part.
13. Define the following plant terms related to growth, metabolism and life cycles: turgor, plasmolysis, osmosis, alternation of generation, annual, biennials, perennial and absorption.
14. Identify the parts of the flowering plants which are responsible for respiration, digestion, reproduction and food storage.
15. List several ways in which plants are physically helpful and harmful to man.
16. List several ways in which plants are economically helpful and harmful to man.
17. Describe the algae, bacteria, fungi and lichens on the basis of their size, habitat, structure, type of existence and economic importance.
18. Describe the mosses, ferns and liverworts on the basis of their size, habitat, structure, type of existence and economic importance.
19. Explain how twigs grow.
20. Design and perform an experiment using beans or corn to demonstrate plant germination and growth. Compile a log showing the daily progress.

ADVANCED

1. Identify trees by their leaves by preparing a leaf collection.
2. Collect samples of water, soil and rocks which may contain various types of plant life and identify these plants.
3. Design an experiment which demonstrate the various types of plant tropisms.
4. Prepare and grow from culture media some fungi and bacteria under controlled condition.
5. Construct an experiment to demonstrate osmosis in the roots of plants.

VI. DRUGS

1. Differentiate between drugs and substances that are not drugs.
2. Identify and describe the different groups of drugs classified as stimulants, depressants, hallucinogens, and volatile chemicals.
3. Describe the physical and chemical properties of drugs.
4. Recognize the difference between both physiological and psychological dependence resulting from drug abuse.
5. List some of the motivating factors which lead to the abuse of drugs.
6. Recognize and describe the relationship which exists between drug abuse and crime.
7. Demonstrate the ability to distinguish between factual and non-factual information concerning drugs and drug abuse.
8. Identify some of the physical and psychological effects of drug abuse.
9. Design or prepare a project (poster, oral or written report, graph, etc.) relating to the drug unit.
10. Compile a scrapbook of clippings, pictures, brochures, and other literature related to drugs.

VII. ECOLOGY AND ENVIRONMENTAL EDUCATION

1. Define the following terms: ecology, environment, pollution, dissolved oxygen, contamination, extinction, strip mining, thermal pollution, temperature inversion, and landfill.
2. List the changes taking place in your environment which may be upsetting the balance of nature.
3. Perform a study of a local stream to determine the pollution level.
4. Perform a study of a local pond to determine the pollution level.
5. Survey the Montgomery County area to determine the following information:
    a. Recycling plants
    b. Reclamation plants
    c. Construction sites
    d. Trash dumps
    e. Sewage disposal plants
    f. Sources of air pollution
6. Prepare graphs, posters, charts or diagrams of related information such as: energy crisis, open burning, strip mining, internal combustion engines, soil erosion, and animal extinction.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

SEVENTH GRADE FRENCH

UNIT I

In French, using correct pronunciation, rhythm, and intonation, OR using correct spelling and syntax, the student will:

LECON I - LE PREMIER JOUR DE CLASSE (p. 1.)

1. greet adults of both sexes, married or single.
2. ask someone's name and identify himself.
3. ask how someone is and answer that question himself.
4. answer the teacher's "Au revoir", "à demain" or "A bientôt" with an appropriate form of "goodbye".

LECON 2 - VOILÀ UN OBJET, VOILÀ UNE PERSONNE (pp. 2-4)

5. given a list of 20 common nouns, the student will identify them and state whether each is of masculine or feminine gender.
6. given a list of common nouns provided by the teacher, the student will respond using the correct article and noun in the utterance:
   C'est un_____. OR C'est une_____
7. answer the questions "Qu'est-ce que c'est?" and "Qui est-ce?" with appropriate responses.

LECON 3 - C'EST LE LIVRE DE ROGER (pp. 5-7)

8. listen, repeat, memorize, and recite orally a dialogue based on leçons 1-3.
9. correctly spell selected vocabulary from the dialogue.
10. presented with previously learned sentences containing masculine and feminine nouns, the student will repeat the sentence, transforming the indefinite article to the definite article:
    C'est un livre. = C'est le livre.
    C'est une chaise. = C'est la chaise.
11. when performing the above mentioned transformation, the student will use the possessive "de" with personal names as represented by the pattern:
    C'est le livre de Roger.

12. whenever needed in the above mentioned answers, the student will correctly elide le/la into l' and de into d' (C'est l'adresse d' André).

LEÇON 4 - LA DATE, LA SEMAINE, L'ANNE, VOTRE ANNIVERSAIRE (pp. 8-11)

13. listen, repeat, memorize and recite orally the dialogue based on leçon 4.
14. correctly spell selected vocabulary from the dialogue.
15. given a number in FRENCH, the student will respond with the corresponding number in ENGLISH.
16. use the days of the week and the months of the year (in complete sentences) in response to such cues as: Quelle est la date aujourd'hui? OR Quel jour est votre anniversaire?
17. identify his phone number, his locker number, or any other number designated by the teacher, and perform simple arithmetic operations in French of the type: Deux plus deux font quatre. (These will be done in complete sentences).

X 18. design and write a birthday card in French.

X 19. design and write a calendar for the year 1973-1974 (the calendar will contain pictures depicting French life and/or culture OR will contain a picture typical of each month).

X 20. write specific dates in French.

LEÇON 5 - L'ALPHABET FRANCAIS (pp. 12-14)

21. upon hearing any French sound, syllable, or word, the student will correctly write it in French.
22. correctly spell (orally) his first name, initials, or a simple noun, using the French alphabet.
23. place accents and other diacriticals on French words or sounds as designated by the teacher.

X 24. write an original conversation using the vocabulary learned in leçons 1 - 5 (the length will be designated by the teacher).

LECON 6 - VOLONTAIRE OU VICTIME? (pp. 15-21)

25. listen, repeat, memorize and recite the dialogue for lecon 6.
26. correctly spell selected vocabulary from the dialogue.
27. answer questions of the pattern: Ou est Roger ? using the following elements:
    a. "il est" for the masculine, "elle est" for the feminine
    b. use a preposition and location so that the answer follows the pattern:
       Il est dans la classe. Elle est devant la fenetre
28. in response to questions of the same pattern (but dealing with objects instead of persons), "Ou est la serviette ?" the student will answer using "il est" for the masculine and "elle est" for the feminine, as well as use a preposition and location: Elle est devant l'élève.
29. answer questions of the same pattern, using the stressed pronouns - "Il "(elle) "est devant moi" (lui) (elle) (vous) (nous)

X 30. translate a given section of the story "Volontaire ou Victime" (p.19)

X 31. given a word from the story "Voluntaire ou Victime" (in English), the student will translate the word into French.

X 32. correctly spell selected recombined vocabulary (from "Volontaire ou Victime") upon receiving a verbal cue from the teacher.

X 33. design and submit a "Livre de l'alphabet," using a picture and a word to represent each letter of the alphabet (specific directions will be given in class.

NOTE:
ADVANCED OBJECTIVES will be indicated by an "X". ALL other objectives are BASIC OBJECTIVES.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

SEVENTH GRADE FRENCH

UNIT II

In French, using correct pronunciation, rhythm, and intonation, OR using correct spelling and syntax, the student will:

LECON 7 - UN BEAU GARÇON, UNE JOLIE FILLE (pp. 22-28)

1a. answer questions of the pattern: Comment est-il (persons) with responses of the type: Il est grand/ assez grand/ brun.
b. answer questions of the pattern: Comment est-elle? (persons) with responses of the type: Elle est petite/ assez petite/ blonde.
2. given the feminine form in answer to a cue of the type: Il est grand. (answer Elle est grande.)
3. translate a given section of the story "Un beau garçon, une jolie fille" (p. 26)
4. listen, repeat, memorize, and recite a dialogue based on leçons 7-8.
5. correctly spell selected vocabulary from the dialogue.
6. write selected exercises from the textbook and/or worksheets.
X 7. correctly spell selected recombined vocabulary from "un beau garçon, une jolie fille" (p.26), upon receiving a verbal cue from the teacher.
X 8. in answer to the direction "Faites le portrait de Roger/Lise," say or write a composition of at least 6 lines.
X 9. given a word from "un beau garçon, une jolie fille" (in English), the student will translate that word into French.

LECON 8 - UN GROUPE CHIC (pp. 29-34)

10. answer questions such as "De quelle couleur est le mur/ la porte ?" with "il est" or "elle est" followed by an adjective of color in its appropriate masculine or feminine form, adding when necessary the correct term: pale/ vif/ clair/foncé.

11. identify articles of clothing worn by himself and/or others, as directed by the teacher.
12. translate a given section of the story "Un groupe chic" (p.32).
13. write selected exercises from the textbook and/or worksheets.
X 14. correctly spell selected recombined vocabulary from "Un groupe chic" (p.32).
X 15. given a word from "Un groupe chic" (in English) the student will write that word in French.

X 16. write or say a composition in answer to the direction: Faites le portrait d'un élève de la classe (ou d'une autre personne).

X 17. prepare and submit a mini-catalogue describing specific items of clothing in French (directions will be given in class).

LEÇON 9 - ETES-VOUS DANS LA LUNE? (pp. 35-42)

18. given an English subject pronoun, the student will state the corresponding French subject pronoun.
19. given a French subject pronoun, the student will state the appropriate form of the verb "être."
20. given an affirmative statement, the student will restate it in the negative.
21. given a statement, the student will restate it in the form of a question using both inversion and "est-ce que..."
22. translate a given section of the story "Etes-vous dans la lune" (p. 40).
23. listen, repeat, memorize, and recite a dialogue based on leçon 9.
24. correctly spell selected recombined vocabulary from the dialogue.
25. write selected exercises from the textbook and/or worksheets.

X 26. correctly spell selected recombined vocabulary from "Etes-vous dans la lune" (p. 40).

X 27. given a word from "Etes-vous dans la lune" (in English) the student will restate that word in French.

X 28. the student will write an original conversation or narrative using the vocabulary learned in leçons 1 - 9.

X 29. design and submit a crossword puzzle using the vocabulary learned in leçons 7, 8 et 9.

X 30. prepare an oral or written report on a French-speaking country (directions and approved topics will be given in class).

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SEVENTH GRADE FRENCH

UNIT III

In French, using correct pronunciation, rhythm, and intonation, OR using correct spelling and syntax, the student will:

LECON 10 - L'EMPLOI DU TEMPS DE JEAN-PAUL (pp. 43-51)

1. state the times of day in French in answer to questions of the type: Quelle heure est-il ? or À quelle heure est la classe de français ?
2. in response to a direction of the type: Demandez a Roger a quelle heure il est a la maison ?, the student will correctly form the question.
3. given a cue, select and state the appropriate subject preposition (à la, au, à l').
4. draw and label a chart of his schedule showing the times and classes in French.
5. given a question beginning with "pourquoi" the student will respond with "parce que" and an appropriate phrase, given a statement beginning with "parce que" the student will correctly form the question using "pourquoi,"
6. translate a given section of the story "L'emploi du temps de Jean-Paul" (p. 48)
7. write selected exercises from the textbook and/or worksheets.

X 8. correctly spell selected recombined vocabulary from "L'emploi du temps de Jean-Paul."

X 9. given a sentence in English, the student will restate it in French using vocabulary learned in leçons 1-10.

X 10. write a composition on the topic: "Quel est l'emploi du temps de votre journée ?"(state the times of the various activities of the day, and add a commentary on their favorite class).

X 11. write selected times of day in French.

CULTURAL AND SUPPLEMENTARY SECTION

12. respond orally to the questions asked in "Votre interview personnelle" (p. 57).
X 13. write a letter to Christine in response to her letter (p. 61).
X 14. given a word from the list on page 63, the student will indicate the meaning of the word in English.
15. given a sentence containing a regular - ER verb, the student will restate the sentence, making the necessary changes as the subject is changed.
16. given an affirmative statement containing a regular - ER verb, the student will restate it in the negative.
17. given a statement containing a regular - ER verb, the student will form a question using "est-ce que" and inversion (except with "je" where only "est-ce que" may be used).
18. write selected exercises from the worksheets.
X 19. given a narrative containing regular ER verbs, the student will translate it into English.
X 20. write an original conversation or narrative using 6 regular ER verbs.

LECON 11 - LA MÉNAGERIE DE JEAN-PAUL (pp. 64-69)

21. given questions of the type "Y a-t-il...?" or "Est-ce qu'il y a...?", the student will respond in both the affirmative and the negative.
22. answer questions of the type "Qu'est-ce qu'il y a devant vous ?
23. given a cue of the type "Il y a... (il n'y a pas de...)," the student will transform the statement to a question of the type "Y a-t-il....?"
24. given portions of sentences the student will complete them using "Il y a," "il n'y a pas de," "est-ce qu'il y a...", and "y a-t-il..."
25. translate a given section of the story "La ménagerie de Jean-Paul" (p.67)
26. listen, repeat, memorize and recite a dialogue based on leçon 11.
27. correctly spell selected vocabulary from the dialogue.
28. write selected exercises from the textbook and/or worksheets.
X 29. correctly spell selected recombined vocabulary from "la ménagerie de Jean-Paul."
X 30. given sentences in English, the student will restate them in French, using vocabulary learned in leçons 1-11 and the supplementary section.
X 31. write a description of an animal in the form of a composition (1. "Où est-il?" 2. "Comment s'appelle-t-il?" 3. "De quelle couleur est-il?" 4. "Comment est-il?")

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SEVENTH GRADE FRENCH

UNIT IV

LECON 12 - MA MAISON ET MA FAMILLE (pp. 70-76)

1. when asked about the ownership of a given object, the student will answer using the correct possessive adjective.
2. when asked about the ownership of specific objects, the student will describe them as well as use the correct possessive adjective (C'est son tricot; son tricot est rouge vif.)
3. correctly respond to questions of the type "Quelle est votre adresse ?"
4. translate a given section of the story "Ma maison et ma famille" (p.74)
5. draw a floor plan of his house or dream house, labeling all of the rooms in French.
6. write selected exercises from the textbook and/or worksheets.

X 7. correctly spell selected recombined vocabulary from "Ma maison et ma famille."

X 8. given sentences in English, the student will restate them in French, using vocabulary learned thus far.

X 9. write a composition on <u>one</u> of the topics listed on page 76.

X 10. prepare and submit a family photo album containing pictures of his family or pictures from magazines, label each picture as to who the person is, and write a brief description of them.

LECON 13 - J'AI BEAUCOUP DE CHANCE! (pp. 77-83)

11. when asked questions of the type "Avez-vous un livre?" the student will answer in both the affirmative and the negative.
12. when asked a question of the type "Avez-vous beaucoup de travail?" the student will answer in both the affirmative and the negative.
13. given a statement of the pattern "Il est furieux," the student will restate it in the feminine, "Elle est furieuse."
14. given a statement of the pattern "J'ai un cadeau," the student will restate it in the plural "J'ai trois cadeaux."
15. translate a given section of the story "J'ai beaucoup de chance !"(p.81)
16. write selected exercises from the textbook and/or worksheets.

X 17. correctly spell selected recombined vocabulary from "J'ai beaucoup de chance !"(p. 81)

X 18. given sentences in English, the student will restate them in French using the vocabulary learned thus far.

X 19. write a composition following the directions on page 83.

NOTE:
ADVANCED OBJECTIVES are indicated by an " X " (*). ALL other objectives are BASIC OBJECTIVES.

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SEVENTH GRADE FRENCH

UNIT IV

LESSON 14 - JOYEUX ANNIVERSAIRE, MARIE-ANGE! (pp. 84-93)

20. given a sentence containing the verb AVOIR, the student will restate the sentence making the necessary changes as the subject is changed.
21. given a question using the verb AVOIR, the student will answer in both the affirmative and the negative.
22. given a statement using the verb AVOIR, the student will restate it in the form of a question.
23. correctly spell any number from 1 - 100 in French.
24. translate a given section of the story "Joyeux anniversaire, Marie-Ange!" (p. 89).
25. given elements such as "Ma maison/ l'école" (near), the student will construct a sentence using "pres de" and "autour de" (Ma maison est près de l'école).
26. write selected exercises from the textbook and/or worksheets
X 27. correctly spell selected recombined vocabulary from "Joyeux anniversaire, Marie-Ange!" (p. 89).
X 28. given sentences in English, the student will restate them in French using the vocabulary learned thus far.
X 29. write a composition following the directions on page 93.
X 30. write an original conversation or narrative using the vocabulary learned thus far.

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SEVENTH GRADE SPANISH

UNIT 1

Objectives

In Spanish, using correct intonation, pununciation, and rhythm, or using correct spelling and syntax, the student will be able to:

BASIC

1. greet adults of both sexes married or single.
2. ask someone's name and identify himself.
3. ask how someone is and answer that question himself.
4. correctly say "goodbye."
5. given a list of common nouns, identify them in response to the question: "¿Qué es esto?" or "¿Como se llama esto?"
6. listen, repeat, memorize, and recite orally dialogs I and II of unit I.
7. upon hearing sentences or selected vocabulary from dialogs I and II, correctly write these in Spanish.
8. listen, repeat, memorize, and recite orally dialog III of unit I.
9. upon hearing sentences or selected vocabulary from dialog III, correctly write these in Spanish.
10. distinguish between a given Spanish sound and a given English sound.
11. listen, repeat, memorize, and recite dialog IV of unit I.
12. upon hearing sentences or selected vocabulary from dialog IV, correctly write these in Spanish.
13. listen, repeat, and memorize dialog V of unit I, and recite it orally.
14. upon hearing sentences or selected vocabulary from dialog V, correctly write these in Spanish.

ADVANCED

1. answer questions based on dialogs I and II to signify comprehension of the Spanish.
2. answer questions based on dialog III to signify comprehension of the Spanish.
3. answer questions based on dialog IV to signify comprehension of the Spanish.
4. answer questions based on dialog V to signify comprehension of the Spanish.
5. identify the Spanish speaking countries and their capitals (they will be spelled in Spanish).
6. upon hearing numbers in Spanish, write the corresponding numeral.
7. design and write a birthday card in Spanish.

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SEVENTH GRADE SPANISH

UNIT II

Objectives

In Spanish, using correct pronunciation, rhythm, and intonation, or using correct spelling and syntax, the student will be able to:

BASIC

1. listen, repeat, memorize, and recite orally, the first half of the dialog.
2. correctly spell selected vocabulary from the first half of the dialog.
3. listen, repeat, memorize, and recite orally the second half of the dialog.
4. correctly spell selected vocabulary from the second half of the dialog.
5. correctly answer questions based on the dialog to signify comprehension of the Spanish.
6. given a verbal or written cue, correctly select and state the subject pronoun.
7. fully conjugate any given regular "A" class verb, (using the appropriate endings with the correct subject pronoun).
8. given a simple sentence which includes a regular "A" class verb, correctly restate the sentence, making the necessary changes as the subject is changed.
9. given affirmative sentences, restate them in the negative form.
10. correctly spell new vocabulary in the supplement.
11. compose Spanish specified in selected exercises from the textbook and/or worksheets (These are to be done neatly and completely.)

ADVANCED

1. compose an original conversation using vocabulary from UNIT I and UNIT II ONLY!!!
2. answer given questions utilizing the new vocabulary in this unit (these will be answered in complete sentences).
3. answer given questions (which include "A" class verbs), making any necessary changes in subject and verb.
4. given a sentence in English, reproduce that same sentence in Spanish, deciding whether or not to use the subject pronoun.
5. reproduce correct Spanish pronunciation, rhythm, and intonation by reading aloud the four dialogs on pages 21 and 22.
6. answer questions based on the four supplementary dialogs to signify comprehension of the Spanish.
7. create a crossword puzzle using the vocabulary from units I and II ONLY!!
8. identify the Central American countries and their capitals.

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SEVENTH GRADE SPANISH

UNIT III

Objectives

In Spanish, using correct pronunciation, rhythm, and intonation, or using correct spelling and syntax, the student will be able to:

BASIC

1. compose Spanish specified in selected exercises from the textbook and/or worksheets (these are to be done neatly and completely).
2. listen, repeat, memorize, and recite orally the first half of the dialog.
3. correctly spell selected vocabulary from the first half of the dialog.
4. listen, repeat, memorize, and recite orally the second half of the dialog.
5. correctly spell selected vocabulary from the second half of the dialog.
6. read aloud the four supplementary dialogs on pages 41 and 42.
7. given a sentence which includes a stem-changing "A" class verb, correctly restate the sentence, making the necessary changes as the subject is changed.
8. correctly identify specific nouns as being of masculine or feminine gender.
9. given a sentence containing a singular subject, verb, and object, restate the sentence placing the subject, verb, and object in their plural forms.
10. given a statement, restate the statement in the form of a question.

ADVANCED

1. compose an original conversation using the vocabulary in UNIT 3.
2. correctly spell the new vocabulary in the supplement.
3. answer questions based on the four supplementary dialogs to signify comprehension of the Spanish.
4. given a sentence in English, restate that sentence in Spanish, using the vocabulary learned in units I, II, and III.
5. the student will prepare a Spanish calendar for the year 1973 (the calendar will contain pictures dipicting Spanish life and/or culture or will contain a picture typical of each month.)
6. given the time of day in English, state the time of day in Spanish or given the time of day in Spanish, the student will state the time of day in English.

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SEVENTH GRADE SPANISH

UNIT IV

Objective

In Spanish, using correct pronunciation, rhythm, and intonation, or using correct spelling and syntax, the student will be able to

BASIC

1. listen, repeat, memorize, and recite orally the first half of the dialog.
2. correctly spell selected vocabulary from the first half of the dialog.
3. listen, repeat, memorize, and recite orally the second half of the dialog.
4. correctly spell selected vocabulary from the second half of the dialog.
5. reproduce correct Spanish pronunciation, rhythm, and intonation by reading aloud the four supplementary dialogs on pages 63 - 65.
6. given a simple sentence which contains the verb "ser", restate the sentence making the necessary changes as the subject is changed.
7. select and state the correct indefinite article.
8. given a sentence containing an adjestive, restate the sentence, making the necessary changes (in adjective agreement) as the given noun is changed.
9. given a statement, reword it in the form of a question, using the correct interrogative word.

ADVANCED

1. compose an original conversation using the vocabulary learned in Unit 4.
2. correctly spell the new vocabulary in the supplement.
3. answer questions based on the four supplementary dialogs to signify comprehension of the Spanish.
4. given a sentence in English, restate that sentence in Spanish, using the vocabulary learned thus far.
5. design and submit a crucigrama (in Spanish).

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SEVENTH GRADE SPANISH

UNIT V

Objectives

In Spanish, using correct pronunciation, rhythm, and intonation, or using correct spelling and syntax, the student will be able to

BASIC

1. listen, repeat, memorize, and recite orally the first half of the dialog.
2. listen, repeat, memorize, and recite orally the second half of the dialog.
3. correctly spell selected vocabulary from the dialog.
4. given a sentence containing the verb "estar", restate the sentence, making the necessary changes as the subject is changed.
5. given a sentence using the new verbs on page 70, restate the sentence, making the necessary changes as the subject is changed.
6. given a Spanish sentence, word the question, using the appropriate interrogative word from units 4 and 5.
7. correctly contract the definite article (a + el = al, de + el = del).
8. use the personal "A" where needed.
9. given a sentence using a stem-changing verb (o - ue), restate the sentence, making the necessary changes as the subject is changed.
10. correctly form the possessive using "de."
11. given a list of Spanish statements and a list of English statements, match the sentences that are accurate translations of each other.
12. given the name of a color in English, correctly state the color in Spanish.

ADVANCED

1. compose an original conversation based on either page 84 (or the conversation on page 83 - a shopping adventure).
2. correctly spell the Spanish word when given its English equivalent from the supplement.
3. answer questions based on the supplementary dialogs (pages 82 and 83) to signify comprehension of the Spanish.
4. design floor plan of your house (or of your dream house) and label all of the rooms in Spanish.
5. prepare a mini-catalogue describing specific items of clothing in Spanish.
6. select the correct response on a listening comprehension test (using the tapes).

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SEVENTH GRADE SPANISH

UNIT VI

OBJECTIVES

In Spanish, using correct pronunciation, rhythm, and intonation, or using corrrect spelling and syntax, the student will be able to:

BASIC

1. listen, repeat, memorize, and recite orally the first half of the dialog.
2. listen, repeat, memorize, and recite orally the second half of the dialog.
3. correctly spell selected vocabulary from the dialog.
4. decide whether to use SER or "Estar" and then state the correct form of the verb in specific sentences.
5. correctly use the suffixes "- ito" and "- isimo" to make adjectives superlative and nouns diminutive.
6. given a sentence containing the verb "Ir" or "Dar," restate the sentence, making the necessary changes as the subject is changed.
7. given elements such as: prima / linda / foto, construct a sentence using articles, verbs, and the correct adjective agreement.
   (Ex: Mi prima esta linda en la foto)
8. given sentences in Spanish restate those sentences in English.
9. compose Spanish specified in selected exercises from the text and worksheets. (These are to be done neatly and completely.)

ADVANCED

10. given a word in English from the supplement, restate that word in Spanish.
11. answer questions based on a specific dialog or narrative to demonstrate comprehension of the Spanish.
12. select the correct response on a listening comprehension test using the tapes.
13. compile a family photo album, using actual pictures of your family, or pictures cut out from magazines, and label them in Spanish.
    (Ex: Mi madre. Ella es my simpática. Mi hermano. Es estupido.)
14. compose a paragraph about your family - 1. where are they from (nationality). 2. where are you from (birthplace). 3. how many brothers and sisters do you have, what are their names, how old are they? what are they like? write about your grandparents, aunts, uncles, cousins, nieces and nephews. what are their names, their ages, what are they like?

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SEVENTH GRADE SPANISH

UNIT VII

OBJECTIVES:

In Spanish, using correct pronunciation, rhythm, and intonation, or using correct spelling and syntax, the student will be able to:

BASIC

1. listen, repeat, memorize, and recite orally the 1st half of the dialog.
2. listen, memorize, repeat, and recite orally the 2nd half of the dialog.
3. correctly spell selected vocabulary from the dialog.
4. given sentences in Spanish, restate those sentences in English.
5. use descriptive adjectives, having correct agreement in number and gender.
6. given a preposition in English, restate it in Spanish, and correctly use it in a sentence.
7. identify and correctly use pronouns, when they are objects of a preposition.
8. given a sentence containing an "IR" verb, restate the sentence, making the necessary changes as the subject is changed.
9. given a sentence containing an "ER" verb, restate the sentence, making the necessary changes as the subject is changed.
10. given a sentence containing the irregular verbs, "SABER," "VER," "HACER," restate the sentence, making the necessary changes as the subject is changed.

ADVANCED

11. given a word in English from the supplement, restate that word in Spanish.
12. answer questions based on a specific narrative or dialog.
13. select the correct response on a listening comprehension test.
14. compose a letter to a friend in Spanish. Include the following items in the letter (see example p. 127)

    your address
    salutation
    thank the person for writing to you
    ask the person how old they are
    tell them how old you are
    ask them to tell you what they look like
    ask how many brothers and sisters they have
    tell them what your parents look like
    tell them what sports you like to play
    (add something that you would like to say)
    close the letter with a farewell salutation
    signature

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SEVENTH GRADE ART

OBJECTIVES

By the end of the Grade 7 art program, most students should be able to:

1. demonstrate an appreciation for art by choosing to look critically at art and craft.
2. identify several ways in which the visual arts are represented in the working world and in their everyday environments.
3. describe the functions of museums and galleries in community life.
4. describe works of art in terms of sensory qualities (tell about colors, shapes, lines, and textures in paintings, buildings, crafts, etc.)
5. describe the differences between sensory qualities of two or more works of art.
6. name the artists who produced several specific works of art.
7. recognize and name the elements of art represented in various art forms and in the environment.
8. recognize and name various art forms.
9. categorize art work by the subject depicted.
10. identify some conventional symbols commonly depicted in works of art.
11. identify events depicted in specific works.
12. classify processes and media by art form.
13. distinguish between functional art forms and nonfunctional art forms.
14. produce a work of art in any medium, expressive of a particular mood, feeling, or social comment using their own symbolisn.
15. produce a work of art in any medium categorized as commercial or graphic art such as a poster, record jacket, toy package, or other applied designs.
16. produce works of art that demonstrate:
    a. representational drawing in a personal style using their own symbols.
    b. use of simple spatial concepts such as overlapping planes, scale, and size.
    c. use of three-dimension materials.

17. revise an original plan for a work of art to take advantage of unanticipated changes in media or an accidental departure from a planned design.

18. identify the tools and materials they use for the production of art.

19. give proper care to tools, materials, and work stations and use them safely.

NOTE: Advanced objectives will be delineated as the units progress.

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BEGINNING BAND/ORCHESTRA - GRADE 7

Objectives

A. The student will be able to demonstrate, when using his instrument, the following playing skills:

*1. producing correct articulation and rhythmic patterns when playing selected musical compositions.
2. holding the instrument correctly.
3. assuming correct playing position.
*4. using correct fingering.
5. controlling tone quality of his instrument.
6. producing correct intonation.
7. playing his instrument in tune.

*B. During group playing, the student will be able to perform a musical selection through executing (following) the band director's instructions and/or signals for:
1. Meter
2. pitch
3. dynamics (loudness, softness)
4. key signature
5. phrasing and balance
6. composer's style

* The asterisks indicate basic objectives.

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SEVENTH GRADE HOME ARTS

OBJECTIVES

By the end of Grade 7, most students should be able to:

1. identify, use, and maintain pieces of equipment related to each area studied; and observe safety factors involved with each piece.
2. apply basic nutritional concepts to individual needs and values.
3. apply management principles to planning, preparing, serving, and cleaning up for simple family meals.
4. follow a recipe correctly, using accurate measuring and mixing techniques.
5. serve and eat meals with consideration for others.
6. select, use, and evaluate materials needed for their clothing projects.
7. select colors and style appropriate for chosen projects.
8. construct a project that will be worn or used.
9. recognize the qualities that affect care and wearability of fabrics and trims used in projects constructed.
10. assume predetermined responsibilities when babysitting.
11. analyze and guide play activities for small children with due consideration to creativity and safety factors.
12. identify and accept their share of family and group responsibilities.
13. recognize that each family and each family member is unique and worthy.

NOTE: Advanced objectives will be delineated as the units progress.

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SEVENTH GRADE INDUSTRIAL ARTS

UNIT I - PROJECT DESIGN & CONSTRUCTION

OBJECTIVES

The student will be able to:

*1. Recognize the four main elements of good design (function, form, appearance, and color).

*2. Explain, in a short paragraph, what makes up good design.
*3. Design and draw a product in wood, metal, or plastic using the elements of good design.
*4. Make a bill of materials for each product designed in #3.
*5. Identify common hand tools.
*6. Use common hand tools safely in constructing a selected project.
*7. Write an acceptable plan to follow in constructing his project.
*8. Pass a written safety test on the following machines: scroll saw, drill press, belt sander, tool grinder, buffer, and wood lathe.
*9. Use proper finishing procedures when painting project.
*10. Show attention to detail by completing all projects with his best craftsmanship.
*11. Take part in the Industrial Arts Lab Clean-up Program as a worker or supervisor.
12. Construct additional drawings, plans, or projects.

Objectives which the student wishes to set up for himself during this unit:

13.

14.

15.

* An asterisk beside a number indicates a basic objective.

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SEVENTH GRADE INDUSTRIAL ARTS

UNIT II - HISTORY OF TECHNOLOGY (TOOLS & MACHINES, POWER, TRANSPORTATION AND COMMUNICATION)

OBJECTIVES

The student will be able to:

*1. Select a sub-topic of personal interest for a project on the history of technology.

*2. Trace the historical development of sub-topic selected.

*3. Use reference materials and resources available in the school and community.

*4. Develop a written report.

*5. Present an oral report of the selected project.

*6. Name and identify the use of the tools and/or machines to be used in constructing a project.

*7. Plan the construction of the project, using the information collected.

*8. Use the tools, machines, and processes necessary to construct the selected project.

*9. Use materials appropriate to the project selected.

10. Participate cooperatively in the group presentations.

11. Organize a display showing various aspects of the selected sub-topic.

Objectives which the student wishes to set up for himself during this unit:

12.

13.

14.

* An asterisk beside a number indicates a basic objective.

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MUSIC 7

THE STUDENT WILL BE ABLE TO:

1. identify orally the following elements of music when listening:
   *a. melody
   *b. harmony
   *c. rhythm
   *d. form
   *e. timbre

2. define orally or in writing the following elements of music:
   *a. melody
   *b. harmony
   *c. rhythm
   *d. form
   *e. timbre

3. identify, by sight, the basic instruments of a symphony orchestra for the following "families":
   *a. strings
   *b. brass
   *c. woodwinds
   *d. percussion

4. identify, by sound, the basic instruments of a symphony orchestra for the following "families":
   *a. strings
   *b. brass
   *c. woodwinds
   *d. percussion

5. use reference materials to obtain the following information on the instruments of each of the four "families" of instruments:
   *a. origin of instruments
   *b. construction of instrument
   *c. outstanding performers who use the instrument.

   (Advanced objective)
   d. physical evolution of the instrument
   e. history of the uses of the instrument
   f. composers for the instrument

* An asterisk in front of a letter indicates a basic objective. Objectives which do not have an asterisk are advanced objectives. There are 21 basic objectives and 3 advanced objectives.

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PHYSICAL EDUCATION SEVENTH GRADE UNITS

BOYS	GIRLS
1 tennis	1 fundamental skills
2 badminton	2 basketball
3 football +	3 soccer
4 soccer +	4 volleyball
5 basketball +	5 gymnastics
6 first aid +	6 first aid +
7 gymnastics +	7 dance +
8 wrestling +	8 track & field
9 volleyball	9 softball
10 fundamental skills	10 tennis
11 track & field	11 badminton
12 softball +	

+ The objectives for these units will be handed out at a later time.

* Objectives with an asterisk are basic objectives. All others are advanced.

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PHYSICAL SCIENCE SEVENTH GRADE

UNIT I - SEVENTH GRADE TENNIS (BOYS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student applies knowledge of rules and strategy in tennis to written game situations with 70% accuracy.

4. The student applies knowledge of rules and strategy in tennis to written game situations with 85% accuracy.

*5. The student performs a tennis serve, using an overhand motion, and directing the ball over the net into the general service area.

6. The student performs a full tennis serve, using correct form, and directs the ball with some force into the service area with 50% accuracy.

*7. The student performs a forehand and backhand stroke using the appropriate grip, a sideways swing with an attempt to keep the racket face straight, and gets the ball in the court with some force approximately half the time.

8. The student performs a forehand and backhand stroke using the appropriate grip, a sideways swing, a straight racket face, playing balls equally on forehand and backhand, and gets the ball into the court most of the time with force and direction.

Basic = 4 Advanced = 4

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PHYSICAL EDUCATION SEVENTH GRADE

UNIT II - SEVENTH GRADE BADMINTON (BOYS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student performs the underhand serve with good form, getting the bird over the net about half the time.

4. The student performs the underhand serve with good form, force, and direction, getting the bird over the net most of the time.

*5. The student performs the various strokes (overhand, underhand, backhand) with good form, getting the bird over the net about half the time.

6. The student performs the various strokes with good form, force, and direction, getting the bird over the net most of the time.

*7. The student often attempts to place the bird so as to make the opponent miss.

8. The student employs deliberate stratgey by using a variety of shots (drop shots, lobs, etc.) and placing them to make the opponent miss.

*9. In a game situation, the student demonstrates knowledge of the rules by scoring, knowing what is legal or not, rotating for the serve, etc.

Basic = 5 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION SEVENTH GRADE

UNIT 9 - SEVENTH GRADE VOLLEYBALL (BOYS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student performs the dig or the volley so that approximately half of the time the ball is sent over the net into the court or to a teammate.

4. The student performs the volley with good form, accuracy, and power.

5. The student executes the dig with good form and accuracy.

*6. The student executes the underhand serve with some success.

7. The student executes the underhand serve, being successful most of the time.

OR

The student performs the overhand serve with some success.

8. The student uses stragety when playing by moving with the ball, setting the ball up to a teammate, sending the ball to another player when not in a good position to get the ball over the net, etc.

Basic = 3 Advanced = 5

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION SEVENTH GRADE

UNIT 10 - FUNDAMENTAL SKILLS (BOYS)

Basic Objectives

Student advances at least one category (see checklist) in -

1. } two of the three overhand items
2. }

3. one of the two kicking items

4. one of the running items

5. } two of the three fitness items
6. }

AND

7. Student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

Advanced Objectives

Student advances at least 2 categories (see checklist which follows) on an item

AND

Student follows class procedures, participates in all activities, and is prepared for class all of the time.

Basics = 7 Advanced = 11

FUNDAMENTAL SKILLS CHECKLIST

Name_____ Period_____

Skill Categories (each should be done with proper form)

Overhand items:

1. basketball throw 1-10' 11-20' 21-30' 31-40' 41-50' 51-60' 61-70' 71-80' 81-90'
2. softball throw 0-30' 31-40' 41-50' 51-60' 61-70' 71-80' 81-90' 91-100' 101-110' 111-120' 121-130' 131-140' 141-150' 151-160' 161-170' 171-180'
3. football throw 0-30' 31-40' 41-50' 51-60' 61-70' 71-80' 81-90' 91-100' 101-110' 111-120' 121-130' 131-140' 141-150' 151-160' 161-170' 171-180'

Kicking items:

1. soccer punt 0-15' 16-30' 31-45' 46-60' 61-75' 76-90' 91-105' 106-120' 121-135' 136-150' 151-165' 166-180' 181-195' 196-210'
2. place kick 0-15' 16-30' 31-45' 46-60' 61-75' 76-90' 91-105' 106-120' 121-135' 136-150' 151-165' 166-180' 181-195' 196-210'
3. football punt 0-15' 16-30' 31-45' 46-60' 61-75' 76-90' 91-105' 106-120' 121-135' 136-150' 151-165' 166-180' 181-195' 196-210'

Running items:

1. endurance run -2 laps
   10:00-9:41 9:40-9:21 9:20-9:01 9:00-8:41 8:40-8:21 8:20-8:01 8:00-741
   7:40-7:21 7:20-7:01 7:00-6:41 6:40-6:21 6:20-6:01 6:00-5:46 5:45-5:31
   5:30-5:16 5:15-5:01 5:00-4:46 4:45-4:31 4:30-4:21 4:20-4:11 4:10-4:01
   4:00-3:51 3:50-3:41 3:40-3:31 3:30-3:21 3:20-3:11 3:10-3:01 3:00-2:54
   2:53-2:47 2:46-2:40 2:39-2:33 2:32-2:26 2:25-2:21 2:20-2:16 2:15-2:11
2. shuttle run
   17.0-up 16.9-16.3 16.2-15.7 15.6-15.1 15.0-14.5 14.4-13.9 13.8-13.4
   13.3-12.9 12.8-12.4 12.3-12.0 11.9-11.6 11.5-11.2 11.1-10.8 10.7-10.4
   10.3-10.1 10.0-9.8 9.8-9.5 9.4-9.2 9.1-8.9 8.8-8.6 8.5-8.3 8.2-8.0

Fitness items:

1. girls- bent arm hang 0-5 6-10 11-15 16-20 21-25 26-30 31-35 36-40 41-45 46-50 51-55 56-60 61-65 66-70 71-75 76-80 81-85 86-90 91-95 96-100 101-105
1. boys- chin ups 0-2 3-5 6-8 9-11 12-14 15-17 18-20 21-23 24-26 27-29 30-32
2. 0-1 2-3 4-5 6-7 8-10 11-13 15-18 19-22 23-26 27-30
3. 0-10 11-20 21-30 31-40 41-50

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION SEVENTH GRADE

UNIT 11 - SEVENTH GRADE TRACK AND FIELD (BOYS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student scores an average of 45% on the President's Fitness Test.

4. The student scores an average of 75% on the President's Fitness Test.

*5. The student performs the long jump and high jump with reasonable form.

6. The student performs the long jump and the high jump with good form and distance or height.

7. The student makes an extra effort to pass all objectives and participates to his/her utmost in all activities - needs not be prodded to run laps, takes extra practices, works on own without direct supervision.

Basic = 3 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION SEVENTH GRADE

UNIT 1 - FUNDAMENTAL SKILLS (GIRLS)

Basic Objectives

Student advances at least one category (see checklist) in

1. } two of the three overhand items
2. }

3. one of the two kicking items

4. one of the running items

5. } two of the three fitness items
6. }

AND

7. Student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

Advanced Objectives

Student advances at least 2 categories (see following checklist) on an item.

AND

Student follows class procedures, participates in all activities, and is prepared for class all of the time.

Basic = 7 Advanced = 11

COLONEL E. BROOK LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION SEVENTH GRADE

UNIT 2 - SEVENTH GRADE BASKETBALL (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

In game play the student:

*3. Controls the ball some of the time while dribbling and often chooses to dribble at the appropriate time.

4. Controls the ball most of the time while dribbling and dribbles at the proper time.

5. Dribbles with control, changing hands while dribbling, and maneuvers around opponents.

*6. Executes at least one type of pass with some force and accuracy.

7. Executes two or more types of passes with force and accuracy.

*8. Shoots using proper form and, most of the time, shoots at the appropriate time.

9. Shoots using good form and at the appropriate time and is successful some of the time.

*10. Demonstrates knowledge of the player-player defense, staying with her opponent and between opponent and basket.

11. Plays offensively by moving and passing the ball to teammates and looks for open spaces in which to d[illegible] cut.

*12. Displays good sportmanship and teamwork with [illegible]ers.

Basic = 5 Advanced = 6

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION SEVENTH GRADE

UNIT 3 - SEVENTH GRADE SOCCER (GIRLS)

OBJECTIVES

*1. Student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. Student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. Student dribbles the ball using both feet and keeps it in control most of the time.

4. Student dribbles the ball using both feet, keeping it in control most of the time, and occasionally maneuvers around opponents.

*5. Student receives the ball with control some of the time.

6. Student receives the ball with control most of the time, using different body parts to trap the ball.

*7. Student kicks (passes) the ball with force and some direction.

8. Student kicks (passes) the ball with force and direction to a player or an open space.

*9. Student plays her position effectively by staying in her own area, not interfering with her own defense (or offense as the case may be), passing balls to other teammates, tackling back, etc.

*10. Student applies the rules and strategy of soccer to written game situations with 70% accuracy.

11. Student applies the rules and strategy of soccer to written game situations with at least 85% accuracy.

Basic = 6 Advanced = 5

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION SEVENTH GRADE

UNIT 4 - SEVENTH GRADE VOLLEYBALL (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student performs the dig or the volley so that approximately half of the time the ball is sent over the net into the court or to a teammate.

4. The student performs the volley with good form, accuracy, and power.

5. The student executes the dig with good form and accuracy.

*6. The student executes the underhand serve with some success.

7. The student executes the underhand serve, being successful most of the time.

OR

The student performs the overhand serve with some success.

8. The student uses strategy when playing by moving with the ball, setting the ball up to a teammate, sending the ball to another player when not in a good position to get the ball over the net, etc.

Basics = 3 Advanced = 5

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION SEVENTH GRADE

UNIT 5 - SEVENTH GRADE GYMNASTICS (GIRLS)

Note:

Each student will be given a brief pre-test to determine which skill level she is on for each event. Evaluation will then be based on her progress at that level.

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

3. The student consistently gives of her spare time to assist others.

Beginner

*1. In tumbling, the student performs at least 2 new skills with good form.

2. In tumbling, the student performs at least 4 new skills with good form.

*3. In trampolining, the student performs at least 4 new skills with good form.

4. In trampolining, the student performs at least 6 new skills with good form.

*5. In vaulting, the student performs at least 3 new skills with good form.

6. In vaulting, the student performs at least 5 new skills with good form.

*7. On the unevens, the student performs the first routine (given in class) with some form and spotting.

8. On the unevens, the student performs the first routine with good form and a minimum of spotting.

*9. On the beam, the student performs the first routine with some form and spotting.

10. On the beam, the student performs the first routine with good form and a minimum of spotting.

Intermediate

*1. In tumbling, the student performs at least 1 new skill with good form.

2. In tumbling, the student performs at least 2 new skills with good form.

*3. In trampolining, the student performs at least 3 new skills with good form.

4. In trampolining, the student performs at least 4 new skills with good form.

*5. In vaulting, the student performs at least 2 new skills with good form.

6. In vaulting, the student performs at least 3 new skills with good form.

*7. On the unevens, the student performs the second routine (given in class) with some form and spotting.

8. On the unevens, the student performs the second routine with good form and a minimum of spotting.

*9. On the beam, the student performs the second routine with some form and spotting.

10. On the beam, the student performs the second routine with good form and a minimum of spotting.

Advanced

*1. In tumbling, the student performs at least one new skill with good form and a minimum of spotting.

2. In tumbling, the student performs at least one new skill with good form and no spotting.

*3. In trampolining, the student performs at least 2 new skills with good form.

4. In trampolining, the student performs at least 3 new skills with good form.

*5. In vaulting, the student performs at least one new skill with good form and a minimum of spotting.

6. In vaulting, the student performs at least one new skill with good form and no spotting.

*7. On the unevens, the student performs the third routine (given in class), with some form and spotting. (A similar routine may be substituted.)

8. On the unevens, the student performs the third routine (or substitute) with good form and a minimum of spotting.

*9. On the beam, the student performs a routine of greater difficulty than routine 2, composed by self, with some form and spotting.

10. On the beam, the student performs a routine of greater difficulty than routine 2, composed by self, with good form and a minimum of spotting and with the routine demonstrating some originality in either skills or combinations of known skills.

Basic = 6 Advanced = 7 (for each of the three levels)

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION SEVENTH GRADE

UNIT 8 - SEVENTH GRADE TRACK AND FIELD (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student scores an average of 45% on the President's Fitness Test.

4. The student scores an average of 75% on the President's Fitness Test.

*5. The student performs the long jump and high jump with reasonable form.

6. The student performs the long jump and the high jump with good form and distance or height.

7. The student makes an extra effort to pass all objectives and participates to her utmost in all activities, i.e., needs not be prodded to run laps, takes extra practices, works on own without direct supervision.

Basic = 3 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION SEVENTH GRADE

UNIT 9 - SEVENTH GRADE SOFTBALL (GIRLS)

OBJECTIVES

*1. Student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. Student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. Student applies knowledge of rules and techniques of softball to written game situations with 75% accuracy.

4. Student applies knowledge of rules and techniques of softball to written game situations with at least an 85% accuracy.

*5. Student catches balls, thrown or hit at moderate speed on the ground or in the air, about half the time.

6. Student catches balls, thrown or hit at moderate speed on the ground or in the air, most of the time.

*7. Student throws the ball with some force and accuracy.

8. Student throws the ball with force and accuracy.

*9. Student bats using good form and is successful in hitting the ball some of the time.

10. Student bats using good form and is successful in getting on base about half the time.

Basic = 5 Advanced = 5

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION SEVENTH GRADE

UNIT 10 - SEVENTH GRADE TENNIS (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student applies knowledge of rules and strategy in tennis to written game situations with 70% accuracy.

4. The student applies knowledge of rules and strategy in tennis to written game situations with 85% accuracy.

*5. The student performs a tennis serve, using an overhand motion, and directing the ball over the net into the general service area.

6. The student performs a full tennis serve, using correct form, and directs the ball with some force into the service area with 50% accuracy.

*7. The student performs a forehand and backhand stroke using the appropriate grip, a sideways swing with an attempt to keep the racket face straight, and gets the ball in the court with some force approximately half the time.

8. The student performs a forehand and backhand stroke using the appropriate grip, a sideways swing, a straight racket face, playing balls equally on forehand and backhand, and gets the ball into the court most of the time with force and direction.

Basic = 4 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

Unit 11 SEVENTH GRADE BADMINTON (GIRLS)

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student performs the underhand serve with good form getting the bird over the net about half the time.
4. The student performs the underhand serve with good form, force, and direction, getting the bird over the net most of the time.
*5. The student performs the various strokes (overhand, underhand, backhand) with good form, getting the bird over the net about half the time.
6. The student performs the various strokes with good form, force, and direction, getting the bird over the net most of the time.
*7. The student often attempts to place the bird so as to make the opponent miss.
8. The student employs deliberate strategy by using a variety of shots (drop shots, lobs, etc.) and placing them to make the opponent miss.
*9. In a game situation, the student demonstrates knowledge of the rules by scoring, knowing what is legal or not, rotating for the serve, etc.

Basic = 5 Advanced = 4

APPENDIX A

REPORT TO PARENTS
Colonel E. Brooke Lee Junior High School
Montgomery County Public Schools, Maryland

_____ Semester 19___ - 19 ___
Grade _____

Student _____ A.U. Teacher _____ Section _____
I.D. Number _____ Counselor _____

Subject and Teachers		I	II	III	IV	V	VI	VII	VIII	IX	X	Attendance	Work-Study Skills
		Ba Ad	Ba Ad	Ba Ad	Ba Ad	Ba Ad	Ba Ad	Ba Ad	Ba Ad	Ba Ad	Ba Ad	1 2 3 4	1 2 3 4
English	T												1 2 3 4 5 6
	✓												
Hist./Geography	T												1 2 3 4 5 6
	✓												
Math	T												1 2 3 4 5 6
	✓												
Science	T												1 2 3 4 5 6
	✓												
Physical Education	T												1 2 3 4 5 6
	✓												
	T												1 2 3 4 5 6
	✓												
	T												1 2 3 4 5 6
	✓												
	T												1 2 3 4 5 6
	✓												

CODE: Ba = Basic Objective
Ad = Advanced Objectives
T = Total number of objectives in unit or topic
✓ = Number of objectives attained by student
A red line indicates the end of a marking period.
Attendance = Entry indicates number of times student has been absent from class during marking period.

WORK STUDY SKILLS:
1. Bringing Materials to Class
2. Completion of Assignments
3. Working Independently
4. Classroom Participation
5. Respect for Other's Rights
6. Observance of Class Rules

S= Satisfactory
N= Needs Improvement

Prepared by Field Services Division, Dept. of Pupil & Program Appraisal JNG:er May 1973

END